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ABSTRACT

To ascertain enrollment/access, retention/attrition and completion/achievement rates for Hispanic and non-Hispanic male and female students enrolled in institutions of higher education, previously-collected data available at national, state and institutional levels were compared. Data from two universities and two community colleges in each of two states (California, Texas) were used because of high concentrations of Chicanos living there. In 1976, Hispanics comprised 5.29% of U.S. population, 15.9% of California population and 20.78% of Texas population. Chicanos represented 2.9% of U.S. public university full-time enrollment, 6.4% of U.S. two-year enrollment: 7.15% of California state college and university and 8.8% of Texas public senior college and university enrollment: and 10.15% of California and 16.57% of Texas community college enrollment. National data from two-year and four-year institutions indicated that Hispanics had significantly higher attrition rates that non-Hispanics. The percentage of degrees earned by Hispanics at all levels was disproportionately lower than the percentage Hispanics represented in the total population. A major finding was that data collected by national, state and local institutions were neither comparable or compatible, something of importance in a system where numerical counts determine decisions concerning allocation of courses, faculty, student services, and scholarships. (NEC)

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CHICANO STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION: ACCESS, ATTRITION, AND ACHIEVEMENT

by

Alfredo G. de los Santos, Jr.
Joaquin Montemayor
Enrique Solis

Research Report Series

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Vol. I No. 1 Research Report Series December 1980

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PREFACE

In their report entitled, *Priorities for action* (1973), the Carnegie Commission on Higher Education stated: "The highest single priority for higher education in the 1970's is to help fulfill the two century old American dream of social justice." Hispanics and others believe the above statement remains appropriate for the 1980's and the decades beyond. Moreover, because most national policy priorities have a tendency to be shifted to other priorities before the intended goals are accomplished, it is imperative to continue to place attention on higher education particularly on issues that affect Hispanics and other traditionally excluded groups. This study by Alfredo de los Santos and his colleagues is consistent with the Carnegie Commission's statement and with the need to remain fixed on an important national priority which is yet unfulfilled.

Access to, retention in, and successful completion of a higher education program are means of measuring the progress the United States is making to bring about social justice to Hispanic Americans. The report that follows is a research effort directed at discovering the degree of progress Hispanics have made with regard to higher education. It should be noted that this study is descriptive in nature and not explanatory. The researchers have made a concerted effort to collect national, state, and institutional data in order to illustrate the rate of progress or lack thereof. They have not attempted to provide plausible reasons for the reported data. Analysis and interpretation of data are limited to pointing out significant trends and/or patterns.

The major contribution this study yields is not so much the data collected nor the developing trends discovered, for such facts soon become outdated and thus perishable, but the overall finding that data collected by national, state and local institutions are neither comparable nor compatible. This finding is of great importance in a system where numerical counts determine many decisions concerning allocation, i.e., types of courses to be offered, faculty to be hired, student services to be rendered, scholarships to be awarded, etcetera.

It is hoped that policy and decision makers will find this report useful in their deliberations and helpful in their long range planning.

Leonard A. Valverde
Project Director

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FOREWORD

Doing a study of this magnitude is very difficult, and it was more difficult because we, the researchers, could not devote our full time to it. We could not devote our full effort since each of us had a full-time position requiring our attention. The three-member research team could not have done the work without the cooperation, advice, and assistance of a lot of people. We have been lucky in that everyone of whom we asked assistance went out of their way to provide it, from people working in the federal bureaucracy, to people who work with the data we needed at the state level, to those employed at the eight institutions included in the study. The number of people who helped is too great to mention here, but they know who they are and we thank them.

One person who does need special mention is Dorothy M. Knoell, Higher Education Specialist at the California Postsecondary Education Commission who served as mentor to the project. She provided a lot of assistance, advice, guidance, and counsel. She made available to us the data available from the Commission, pointed out the limitations of the data available, and helped us to identify sources of data. Beyond that, she provided encouragement for us to continue the work.

Donald S. Doucette, a doctoral student at Arizona State University, provided a lot of assistance with the project while serving an internship under my supervision. He extracted pertinent data from various reports, did some of the secondary and tertiary analyses, and wrote some portions of the sections on attrition and achievement. He participated in the planning meetings of the research team and also did some minor editing to bring some consistency to portions of the narrative.

In a series of planning and working sessions, the team decided on a general organization of the report and accepted the idea of each member writing at least one major section. Joaquin Montemayor wrote the section on attrition and Enrique Solis, Jr., the one on achievement. As principal investigator, I wrote three sections: the first introductory section, the one on access, and the one on findings, conclusions, and recommendations. I should note that the findings, conclusions and recommendations were discussed and generally accepted by the research team.

Foreword

We want to express our appreciation to the Executive Advisory Board of the Office for Advanced Research in Hispanic Education at the University of Texas at Austin for approving our proposal and thus providing some funds to carry out the work. Leonard A. Valverde, the Director, has been extremely helpful to us throughout the conduct of the research.

In addition, we want to thank the three secretaries in the Office of Educational Development at the Maricopa Community Colleges--Pauline Bailey, Lola Horning, and Barbara Montgomery--who did much of the typing and most of the proofreading of the various drafts of the report. Finally, we want to thank Berta McNeill, Supervisor at the Word Processing Center, and the members of the Center staff, who did such a magnificent job of typing the report.

Alfredo G. de los Santos Jr.
Phoenix, Arizona - August 1980

CHAPTER ONE

At a time when the birth rate in the United States is decreasing and almost all enrollment projections for the public schools forecast a steady decline, a wave of Hispanic youths are now entering the educational system or are about to do so. At a time when enrollments in institutions of higher education are declining, holding steady, or increasing at very low rates, literally thousands of Hispanic adults have need of education.

If, as demographic data seem to indicate and various organizations, agencies, and individuals have predicted, the 1980's is going to be the decade when the educational needs of Hispanics are going to be a major national issue, a number of crucial policy questions must be addressed. These issues are enrollment/access, retention/attrition, and completion/achievement.

This study, funded by the Office for Advanced Research in Hispanic Education at the University of Texas at Austin, is a preliminary inquiry into the issues of enrollment, retention and completion.

Goal and Objectives

The goal of the study was to determine the comparability and compatibility of data already collected and available at the national, state, and institutional levels so that enrollment/access, retention/attrition, and completion/achievement rates could be ascertained for Hispanic students enrolled in institutions of higher education, compared to other groupings of students, and appropriate recommendations made.

The study had the following six objectives:

1. To collect available data on enrollment/access, retention/attrition, and completion/achievement of Chicano students in institutions of higher education at the national, state, and institutional levels.
2. To do primary, but principally secondary and tertiary, analyses of data.
3. To determine the comparability and compatibility of such data.
4. To determine the patterns and trends of enrollment/access, retention/attrition, and completion/achievement of Chicano students at the national level, in two states, and two types of institutions: community colleges and universities.

5. To make policy recommendations regarding data collection, analysis, and dissemination so that the progress (or lack of it) of Chicano students can be better determined.
6. To make recommendations for the counseling and guidance of Chicano students so that they will enroll in the right type of institution, i.e. community college or university.

Study Design and Procedures

The design of the study called for data previously collected and available at the national, state, and institutional level to be gathered and analyzed. Two states, California and Texas, were selected for inclusion in the study because of the high concentrations of Chicanos living there.

At the institutional level, four sets of institutions (a set consisted of a community college and a university) were included in the study because they enroll a high percentage or number of Chicano students and are both located in the same urban area. Two sets of institutions were included in each state:

California

San Jose City College and San Jose State University

East Los Angeles College and California State University at Los Angeles

Texas

Austin Community College and the University of Texas at Austin

El Paso Community College and the University of Texas at El Paso

Data already available from various sources (see section on sources of data) was collected and secondary and tertiary analyses were done. In almost every instance, where the data were available, the percent of Hispanics, as a group and by sex, of the grand total was determined with Hispanics included in the total. In those instances where the data so dictated, the relationship was Hispanics to white, non-Hispanics.

Several of the sources that provided enrollment and degree data by ethnic category reported substantial numbers of non-respondents to the question of

ethnic identification. Whenever necessary for purposes of comparison, prorated totals of Hispanics were calculated by assuming that the percentage of Hispanics of the respondents was the same as the percentage of Hispanics of the total enrollment or total degrees. The comparison, then, is the number and percent of Hispanics to the total population at the national and state levels. Table 1.1 shows this relationship. In 1976, of a total population of more than 211 million, Hispanics comprised 5.29 percent, or 11,195,000 in the United States. There were slightly more females than males, 5,747,000 females or 2.72 percent of the total compared to 5,448,000 males or 2.58 percent. In California, Hispanics numbered 3,345,000 out of a total population of 20,996,000 or 15.94 percent of the total. There were 1,675,000 females (7.98 percent) and 1,229,000 males (7.96 percent). Hispanics in Texas numbered 2,557,000 or 20.78 percent of the total population of 12,307,000 of which 1,327,000 or 10.78 percent were females and 1,229,000 or 9.99 percent, were males.

It should be noted that the Bureau of the Census, in a more recent publication, has indicated that the Hispanic population had increased to 12,079,000 as of March 1979 while the total population had grown to 215,935,000; in other words, as of March 1979, Hispanics represented 5.59 percent of the total population. However, the 1976 data will be used in this study because the 1979 data were not broken down by state. (U. S. Department of Commerce, October 1979.)

The term "Hispanic" is used throughout the report because it is easier to use than the term used in the title, "Chicano." However, the group generally referred to in this study, with the exception of national data, is the group whose antecedents are Mexican.

Limitations of the Study

The study has a number of limitations, most of which relate to the data used. One of the many problems with the data is the definition of ethnic groups used; this incompatibility of ethnic group definition is found at the national, state, and institutional level. The basic problem is that various definitions were being used when the data were collected: Hispanic, Mexican-American, Spanish Origin, and so forth.

Another limitation of the data is the disparity between the total number reported and those who provided information about their ethnic background, i.e., respondents. Dorothy M. Knoell, Higher Education Specialist at the California

Table 1.1

ACTUAL NUMBER AND PERCENT OF HISPANICS, BY SEX,
OF TOTAL POPULATION IN UNITED STATES, CALIFORNIA, AND TEXAS

Total Population	Male	Percent Of Total	Female	Percent Of Total	Haspanic	Percent Of Total
United States 211,517,000	5,448,000	2.58	5,747,000	2.72	11,195,000	5.29
California 20,996,000	1,672,000	7.96	1,675,000	7.98	3,345,000	15.94
Texas 12,307,000	1,229,000	9.99	1,327,000	10.78	2,557,000	20.78

Source: U. S. Department of Commerce. Bureau of the Census. Demographic, Social, and Economic Profiles of the States: Spring 1976. Population Characteristics, Series P-20, No. 334. Washington, D.C.: U. S. Government Printing Office, 1979.

Postsecondary Education Commission who served as mentor to this project, in private correspondence with the principal investigator, expressed "considerable reservation about the reliability of the data, particularly since the percentage of unknowns and nonrespondents varies from year to year." (Knoell, 1979).

The data used in the study did not differentiate between full-time and part-time students. Recent reports of enrollment trends, particularly in the community colleges, seem to indicate that the majority of the students are enrolled on a part-time basis. (State Board of Directors for Community Colleges of Arizona, 1979; Gilbert, 1980).

Yet another limitation of the data is the lack of longitudinal data broken down by ethnic group. Knoell (1980) indicated that "the big problem is that we do not have good longitudinal data by ethnicity (or none at all). The National Center for Education Statistics has begun to require institutions to submit such information only within the last few years and some were unable to comply at all for a year or so."

Classification used by states to determine student status is also problem. For example, the level of students enrolled (freshmen, sophomore, and so forth) are not reported consistently. While state-level data in Texas are broken down by the four undergraduate levels (freshmen through seniors), then post B.A., Master's, doctoral, and special/professional, state-level data from California are broken down only by lower division first time freshmen and other students, upper division students, post-baccalaureate, and graduate students.

Unlike the previously cited limitations, another limitation is related to the pre-determined scope of the study, i.e., the focus is on public not private institutions of higher education, and not on the broader, more inclusive post-secondary education.

Finally, another limitation is due to the inherent difference in the types of institutions included in the study, the differences of the communities in which they are located, and the constituencies they serve. For example, the University of Texas at Austin serves students generally from throughout the state of Texas, while California State University at Los Angeles draws heavily from the Los Angeles metropolitan area. El Paso Community College serves a community of the Texas-Mexico border, while San Jose City College is located in northern California very far from the border.

Sources of Data

As the design of the study dictated, a large number of sources of data were used: national, state, and institutional. It should be noted that not all the data available were collected, and some of the data collected were not used, principally because they were in reports which duplicated data which appeared elsewhere.

The sources of data used are listed below by level. Full bibliographic references of these sources are available in the List of References.

I. National Data

A. Enrollment and attrition data from National Center for Education Statistics. The Condition of Education for Hispanic Americans, 1980.

B. Additional enrollment data from National Center for Education Statistics. The Conditions of Education: Statistical Report, 1978 edition.

C. Population data from U. S. Department of Commerce, Bureau of the Census. Demographic, Social and Economic Profiles of the States: Spring 1976.

D. Degree data from Office of Civil Rights. Data on Earned Degrees Conferred from Institutions of Higher Education by Race, Ethnicity and Sex, Academic Year 1975-76, 1978.

II. State Data

A. California State Data

1. Enrollment Data from Information Digest 1979: Postsecondary Education in California.

2. Degree data from 1977-78 from Information Digest 1979: Postsecondary Education in California.

3. Degree data from 1975-76 from Office of Civil Rights. Data on Earned Degrees Conferred from Institutions of Higher Education by Race, Ethnicity and Sex, Academic Year 1975-76, 1978.

4. Office of the Chancellor, The California State University and Colleges. Those Who Stay--Phase II: Student Continuance in The California State University and Colleges, Technical Memorandum Number Eight, May 1979.

B. Texas State Data

1. Enrollment data from the Statistical Supplement to the Annual Report of the Coordinating Board, Texas College and University System, fiscal years 1977, 1978 and 1979.
2. Degree data from Office of Civil Rights. Data on Earned Degrees Conferred from Institutions of Higher Education by Race, Ethnicity and Sex, Academic Year 1975-76, 1978.

III. Institutional Data

A. California Institutions

1. San Jose State University
   a. Enrollment data for graduates and totals from San Jose State University, Office of Sponsored Projects.
   b. Enrollment data for undergraduate classes from San Jose State University, Student Affirmative Action Plan, Fall 1979.
   c. Degree data from computer printouts from California Postsecondary Education Commission.
2. San Jose City College
   a. Enrollment data from San Jose Community College District, Office of the District Director of Admissions and Records.
   b. Degree data from computer printout from California Postsecondary Education Commission.
3. California State University, Los Angeles
   a. Enrollment data from computer printout from California State University, Los Angeles, Office of Institutional Research, Information Systems and Data Processing.
   b. Degree data from computer printout from California Postsecondary Education Commission.
4. East Los Angeles College
   a. Enrollment data for 1975, 1978 and 1979 from East Los Angeles College, Office of the President.
   b. Enrollment data for 1976 and 1977 from computer printout from the California Postsecondary Education Commission.
   c. Degree data from computer printout from the California Postsecondary Education Commission.

B. Texas Institutions

1. University of Texas at Austin

   a. Enrollment data for 1976 through 1978 from the Statistical Supplement to the Annual Report of the Coordinating Board, Texas College and University System, fiscal years 1977, 1978 and 1979.

   b. Enrollment data for 1975 and 1979 from the University of Texas at Austin, Office of Institutional Studies.

   c. Degree data from the University of Texas at Austin, Office of Institutional Studies.

2. Austin Community College

   a. Enrollment data from the Statistical Supplement to the Annual Report of the Coordinating Board, Texas College and University System, fiscal years 1977, 1978 and 1979.

3. University of Texas at El Paso

   a. Enrollment data from the Statistical Supplement to the Annual Report of the Coordinating Board, Texas College and University System, fiscal years 1977, 1978 and 1979.

   b. "Total Degree" data from the Statistical Supplement to the Annual Report of the Coordinating Board, Texas College and University System, fiscal years 1977, 1978 and 1979.

   c. Degree data on Hispanics for 1975-76 from the Office of Civil Rights. Data on Earned Degrees Conferred from Institutions of Higher Education by Race, Ethnicity and Sex, Academic Year 1975-76, 1978.

   d. Additional degree data from University of Texas at El Paso, HEGIS Reports.

4. El Paso Community College

   a. Enrollment data from the Statistical Supplement to the Annual Report of the Coordinating Board, Texas College and University System, fiscal years 1977, 1978 and 1979.

   b. Degree data from El Paso Community College, HEGIS Reports.

Organization and Structure of the Report

The rest of the report is divided into four sections. The section which follows deals with access, which is defined as the percent of Hispanics of the total enrolled in institutions of higher education and compared with the total enrollment. The next section deals with attrition and retention of Hispanics. The fourth section of the report covers achievement, which is defined simply as earning degrees. The final section reports findings, conclusions, and recommendations. Each section is further subdivided so that information is presented by the three levels included in the study: national, state, and institutional.

CHAPTER TWO: ACCESS

This section provides information about access of Hispanics to public institutions of higher education at the national, state, and institutional level. Access is measured by the number of Hispanics enrolled and by the percent of Hispanics of the grand total enrolled. Enrollment trends are presented in terms of absolute numbers, the percent Hispanics represent of the total enrollment, and the percent change in Hispanic enrollment and in total enrollment.

National Data

The best information at the national level about Hispanics enrolled in institutions of higher education is available principally in publications of the National Center for Education Statistics, which uses both data collected by them and data collected by others, including the Office of Civil Rights. It should be noted that complete breakdown by sex, by level, by ethnic group, and by type of institution is not available. It should also be noted that at the national level, Hispanics represent approximately 5.29 percent of the total population. (Refer to Table 1.1).

In 1976, of a total of 1,589,210 full-time students enrolled in public universities, the 45,398 Hispanics comprised 2.9 percent, as Table 2.1 shows. A total of 71,604 Hispanics of a grand total of 1,875,974 full-time students were enrolled in public, other four-year institutions, or 3.7 percent. In the public two-year institutions, Hispanics made up 6.4 percent, or 101,344 of a total of 1,572,268 full-time students. Thus, of a full-time student enrollment of 5,037,452 in 1976, 218,346 or 4.33 percent, were Hispanic.

Also in the Fall 1976, of a total headcount enrollment of 9,844,231 in institutions of higher education, a total of 438,953, or 4.47 percent, were Hispanics. See Table 2.2. Of these 231,273, or 2.35 percent, were males and 208,680, or 2.12 percent, were females. Hispanics represented 4.81 percent of the total undergraduate enrollment, or 409,664 of 8,513,310. A total of 213,526, or 2.51 percent, of the undergraduate enrollment were Hispanic males, while females comprised 2.30 percent, or 196,138. At the graduate level, of a total enrollment of 1,085,131, Hispanic males represented 1.21 percent (13,147) and Hispanic females represented 1.02 percent (11,050), or a total of 24,197

Table 2.1

FULL-TIME ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION, BY RACIAL/ETHNIC GROUP AND LEVEL AND CONTROL OF INSTITUTION: AGGREGATE UNITED STATES, FALL 1976

Level of institution	Total	White[1]	Black[1]	Hispanic	Asian or Pacific Islander	American Indian Alaskan Native	Non-resident alien
University:							
Number	2,079,939	1,794,252	107,399	56,115	42,401	9,494	70,278
Percent	100.0	86.3	5.2	2.7	2.0	0.5	3.4
Private:							
Number	480,729	401,856	31,403	10,717	10,511	1,657	24,585
Percent	100.0	83.6	6.5	2.2	2.2	0.3	5.1
Public:							
Number	1,589,210	1,382,396	75,996	45,398	31,890	7,837	45,693
Percent	100.0	87.0	4.8	2.9	2.0	0.5	2.9
Other 4-Year:							
Number	3,015,236	2,447,698	330,324	113,188	43,202	15,302	65,522
Percent	100.0	81.2	11.0	3.8	1.4	0.5	2.2
Private:							
Number	1,139,262	944,427	107,116	41,584	11,444	3,446	31,245
Percent	100.0	82.9	9.4	3.7	1.0	0.3	2.7
Public:							
Number	1,875,974	1,503,271	223,208	71,604	31,758	11,856	34,277
Percent	100.0	80.1	11.9	3.8	1.7	0.6	1.8
2-Year							
Number	1,690,775	1,272,034	221,874	119,444	33,908	18,424	25,091
Percent	100.0	75.2	13.1	7.1	2.0	1.1	1.5
Private:							
Number	113,507	78,920	16,479	18,100	700	1,496	2,812
Percent	100.0	66.6	13.9	15.3	0.6	1.3	2.4
Public:							
Number	1,572,268	1,193,114	205,395	101,344	33,208	16,928	22,279
Percent	100.0	75.9	13.1	6.4	2.1	1.1	1.4

[1] Non-Hispanic

Source: National Center for Educational Statistics. The Condition of Education, 1978 Edition: Statistical Report. Washington, D. C.: U. S. Government Printing Office, 1979.

Hispanics made up 2.23 percent of the total. A total of 6,092 Hispanics were enrolled for first professional degrees, or 2.48 percent of a total of 245,790. The 4,600 males comprised 1.87 percent and the 1,492 females represented .61 percent of the total enrolled for the first professional degree.

Some national longitudinal data on enrollment of Hispanics in institutions of higher education is presented in Table 2.3. The absolute number and the percent of Hispanics enrolled as full-time students in institutions of higher education at both the undergraduate level and the combined graduate and first-professional levels increased from 1970 to 1978. At the undergraduate level, 2.1 percent of the total enrollment were Hispanics in 1970; a total of 98,453 were enrolled. By 1978, a total of 196,451 Hispanics were enrolled at the undergraduate level, or 3.5 percent of the total undergraduate enrollment. The number of Hispanics enrolled in graduate and first-professional levels increased from 5,680 in 1970 to 13,170 in 1978; the percent had also increased from 1.2 in 1970 to 2.2 percent in 1978. (NCES, 1980).

Longitudinal data about access of Hispanics to institutions of higher education is also shown on Table 2.4. The percent of Hispanics aged 18-34 who enrolled in college increased from 8.3 in 1972 to 14.2 in 1976 and then decreased to 11.8 percent in 1977. At no time did the percent of Hispanics aged 18-34 who enrolled in college equal the percent of whites, however. The percent of Hispanics who enrolled in college after high school graduation followed a similar pattern, i.e., the percent increased from 16.9 in 1972 to a high of 22.9 in 1975, and then decreased both in 1976 and 1977. In every year, the percent of Hispanic high school graduates who enrolled in college exceeded the percent of whites. This is tempered by the fact that while white high school graduates represented more than 80 percent of the 18-34 population, Hispanic high school graduates represented roughly half of the same population group.

State Data

Enrollment data at the state level for the two states included in the study--California and Texas--are presented in this subsection by type of institution, i.e., community colleges and senior colleges and universities. For California, a further breakdown is presented--one for the state colleges and universities system and another for the University of California system.

Table 2.2

HISPANIC HEADCOUNT ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION, BY SEX AND LEVEL, FALL 1976

		Hispanics					
	Total Enrollment	Males	Percent of Total	Females	Percent of Total	Hispanic Total	Percent of Total
Undergraduates	8,513,310	213,526	2.51	196,138	2.30	409,664	4.81
Graduates	1,085,131	13,147	1.21	11,050	1.02	24,197	2.23
First Professional	245,790	4,600	1.87	1,492	.61	6,092	2.48
Grand Total	9,844,231	231,273	2.35	208,680	2.12	438,953	4.47

Source: Office of Civil Rights. Racial, Ethnic, and Sex Enrollment Data from Institutions of Higher Education, Fall 1976. Washington, D. C.: U. S. Government Printing Office, 1978.

Table 2.3

HISPANICS AS A PERCENT OF ALL FULL-TIME STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION, BY LEVEL OF STUDY: FALL 1970 - 1978

Fall Of Year	Undergraduate[1]		Graduate and First-professional[1]	
	Number	Percent Of All Students	Number	Percent Of All Students
1970[2]	98,453	2.1	5,680	1.2
1972[2]	131,084	2.4	8,661	1.5
1974	157,572	2.8	9,016	1.5
1976	191,065	3.3	12,149	2.0
1978	196,451	3.5	13,170	2.2

[1] Does not include institutions of higher education in Puerto Rico and outlying territories, or U. S. service schools.

[2] "Spanish-surname-American" was the ethnicity designation on the form in these years. Also graduate and first-professional students were combined.

Source: National Center for Educational Statistics. The Condition of Education for Hispanic Americans. Washington, D. C.: U. S. Government Printing Office, 1980.

Table 2.4

PERCENT OF HISPANIC AND WHITE POPULATIONS AGED 18-34,
BY EDUCATION STATUS AND COLLEGE ENROLLMENT: 1972 - 1977

Year	Hispanic	White[1]
	Enrollment in college as percent of the 18-34 population	
1972	8.3	16.0
1973	10.3	15.2
1974	11.5	15.7
1975	12.7	16.8
1976	14.2	16.6
1977	11.8	16.6
	Enrollment in college as precent of high school graduates in the 18-34 population	
1972	16.9	19.9
1973	20.4	18.6
1974	21.9	19.0
1975	22.9	20.1
1976	22.8	20.0
1977	21.2	19.8
	High school graduates as a percent of the 18-34 population	
1972	49.5	80.4
1973	50.5	81.8
1974	52.6	82.7
1975	55.3	83.4
1976	53.3	83.0
1977	55.5	83.9

[1] Includes white Hispanics.

Source: National Center for Educational Statistics. The Condition of Education for Hispanic Americans. Washington, D. C.: U. S. Government Printing Office, 1980.

California Data*

California Community Colleges - Headcount enrollment data, by sex, in the community colleges in California, shown on Table 2.5, indicate that Hispanic males represented 5.29 percent in 1974, that this percent increased to 5.58 in 1976 and by 1978 had declined back to the 5.29 percent level. Hispanic female enrollment, however, at least in terms of percentage, has increased gradually from 3.68 percent in 1974 to 5.18 percent in 1978. The percent of total Hispanic enrollment in the community colleges increased from around 9 percent in 1974 to more than 10 percent in 1976, 1977, and 1978. In terms of absolute numbers, the Hispanic total enrollment increased from 86,080 in 1974 to a peak of 117,662 in 1977 and then decreased in 1978. The same trend was true for male and female Hispanics. It should be noted that Hispanics have represented approximately 10 percent of the total enrollment in the California community colleges since 1976.

Change in enrollment, represented in terms of percentage, is presented in Table 2.6. This indicates that while the change from 1976 to 1978 for total enrollment was -2.42 percent, the change for Hispanics was +.70 percent. This positive change was caused by a significant increase of 10.70 percent for Hispanic females; the decrease of Hispanic males, however, far exceeded the total decrease, -7.49 percent to -2.42 percent.

Thus, if the number of Hispanic females had not increased, the increase of the total enrollment would have been greater. It should also be noted that notwithstanding the fact that the percent of increase of Hispanic females is high, in absolute numbers the enrollment level has not reached that of Hispanic males.

California State Colleges and Universities - The total number of Hispanic respondents enrolled in the California State colleges and universities has increased from 14,629 in 1974 to 19,504 in 1978, as shown on Table 2.7. Enrollment trends, in terms of percentage, during this period indicate an increase from 1974 to 1975, then a gradual decrease from 1975 to 1977, and then an increase from 1977 to 1978. This same trend is true for Hispanic male

*It should be noted that Hispanics represent approximately 15.94 percent of the total population of the State of California. (Refer to Table 1.1).

Table 2.5

HISPANIC HEADCOUNT ENROLLMENT IN CALIFORNIA
BY SEX
FALL 1974 TO FALL 1978
CALIFORNIA COMMUNITY COLLEGES

				Hispanics					
		Total Enrollment	Total Respondents[a]	Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Undergrads	1974	959,707		50,804	5.29	35,276	3.68	86,080	8.97
	1975	1,101,548		56,727	5.15	39,345	3.57	96,072	8.72
	1976	1,073,104		59,882	5.58	48,998	4.57	108,880	10.15
	1977	1,120,520		61,080	5.45	56,582	5.05	117,662	10.50
	1978	1,047,167	950,340	50,236	5.29	49,230	5.18	99,466	10.47
	(1978)[b]			(55,395)		(54,243)		(109,638)	

TABLE 2.6

PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT IN CALIFORNIA
BY SEX
FALL 1976 TO FALL 1978
CALIFORNIA COMMUNITY COLLEGES

				Hispanics		
		Total Enrollment	Total Respondents[a]	Male	Female	Total
Undergrads	1976	1,073,104		59,882	48,998	108,880
	1977	1,120,520		61,080	56,582	117,662
	1978	1,047,167	950,340[b]	(55,395)	(54,243)	(109,638)
1977-78 Change		- 6.55%		- 9.31%	- 4.13%	- 6.82%
1976-78 Change		- 2.42%		- 7.49%	+10.70%	+ .70%

[a] Total Respondents the same as total Enrollment unless otherwise noted, as for the Fall of 1978.

[b] Prorated totals of Hispanics were calculated for the Fall of 1978 by assuming that the percentage of Hispanic respondents is the same as the percentage of Hispanic non-respondents in order to allow direct comparison with 1976 and 1977 totals.

Table 2.7

HISPANIC HEADCOUNT ENROLLMENT IN CALIFORNIA
BY SEX AND LEVEL
FALL 1974 TO FALL 1978

CALIFORNIA STATE COLLEGES AND UNIVERSITIES

				Hispanics					
		Total Enrollment	Total Respondents	Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Undergrads	1974	225,738	174,891	7,553	4.32	4,793	2.74	12,346	7.06
	1975	239,051	163,289	8,337	5.11	5,336	3.27	13,673	8.37
	1976	233,862	186,067	8,040	4.32	6,061	3.26	14,101	7.58
	1977	239,892	184,148	7,530	4.09	6,063	3.29	13,593	7.38
	1978	238,260	189,595	8,408	4.43	7,566	3.99	15,974	8.43
Graduates	1974	65,804	47,243	1,389	2.94	894	1.89	2,283	4.83
	1975	71,840	49,709	1,528	3.07	1,099	2.21	2,627	5.28
	1976	69,872	52,122	1,551	2.98	1,301	2.50	2,852	5.47
	1977	72,484	50,986	1,398	2.74	1,305	2.59	2,703	5.30
	1978	67,915	49,884	1,443	2.89	1,637	3.28	3,080	6.17
Total	1974	291,542	222,134	8,942	4.03	5,687	2.56	14,629	6.59
	1975	310,891	212,998	9,865	4.63	6,435	3.02	16,300	7.65
	1976	303,734	237,053	9,591	4.05	7,362	3.11	16,953	7.15
	1977	312,376	235,134	8,928	3.80	7,368	3.13	16,296	6.93
	1978	306,175	239,479	9,851	4.11	9,203	3.84	19,054	7.96

Table 2.8

PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT IN CALIFORNIA
BY SEX AND LEVEL
FALL 1976 TO FALL 1978

CALIFORNIA STATE COLLEGES AND UNIVERSITIES

	Year	Total Enrollment	Total Respondents	Hispanics		
				Male	Female	Total
Undergrads	1976	233,862	186,067	8,040	6,061	14,101
	1977	239,892	184,148	7,530	6,063	13,593
	1978	238,260	189,595	8,408	7,566	15,974
1977-78 Change		- .68%	+ 2.96%	+11.66%	+24.79%	+17.52%
1976-78 Change		+ 1.88%	+ 1.90%	+ 4.58%	+24.83%	+13.28%
Graduates	1976	69,872	52,122	1,551	1,301	2,852
	1977	72,484	50,986	1,398	1,305	2,703
	1978	67,915	49,884	1,443	1,637	3,080
1977-78 Change		- 6.30%	- 2.16%	+ 3.22%	+25.44%	+13.95%
1976-78 Change		- 2.80%	- 4.29%	- 6.96%	+25.83%	+ 7.99%
Total	1976	303,734	237,053	9,591	7,362	16,953
	1977	312,376	235,134	8,928	7,368	16,296
	1978	306,175	239,479	9,851	9,203	19,054
1977-78 Change		- 1.99%	+ 1.85%	+10.34%	+24.90%	+16.92%
1976-78 Change		+ .80%	+ 1.02%	+ 2.71%	+25.01%	+12.39%

respondents, both in terms of percentage and numbers, but it is not true of Hispanic female respondents. The number and percent of Hispanic female respondents both increased, from 5,687, or 2.56 percent of the total in 1974, to 9,203, or 3.84 percent of the total in 1978.

This same trend was generally true both at the undergraduate and graduate level. At the undergraduate level, the number of Hispanic male respondents increased from 7,553, or 4.32 percent of the total in 1974, to 8,337, or 5.11 percent of the total in 1975; then decreased to 7,530 or 4.09 percent of the total in 1977; and then increased to 8,408 or 4.43 percent of the total in 1978. The number and percent of female respondents increased gradually from 4,793, or 2.74 percent of the total in 1974, to 7,566 or 3.99 percent of the total in 1978. It should be noted that Hispanics have represented approximately seven percent of the total enrollment of the California state colleges and universities since 1975.

At the graduate level, the number of Hispanic male respondents increased from 1,389, or 2.94 percent of the total in 1974, to a high of 1,551, or 2.98 percent in 1976; decreased to 1,398 or 2.74 percent of the total from 1976 to 1977; and then increased to 1,443, or 2.89 percent of the total in 1978, not quite reaching the peak established in 1976. The number and the percent of female respondents increased gradually from 894, or 1.89 percent of the total in 1974 to 1,637, or 3.28 percent of the total in 1978.

The changes in enrollment patterns in the California state colleges and universities are presented in Table 2.8. While the total enrollment increased .80 percent from 303,734 in 1976 to 306,175 in 1978, the total Hispanic respondents increased 12.39 percent, from 16,953 in 1976 to 19,054 in 1978. The increase in enrollment for Hispanic male respondents from 1976 to 1978 was a minimal 2.71 percent, from 9,591 to 9,851. Enrollment of Hispanic female respondents, however, increased a whopping 25.01 percent, from 7,362 in 1976 to 9,203 in 1978, thus accounting for the significant increase in percentage of total Hispanic enrollment.

In terms of absolute numbers, of the increase of total enrollment of 2,441 respondents from 1976 to 1978, Hispanic respondents represented 2,101, or 86.1 percent, with Hispanic females representing 1,841, or 75.4 percent.

At the undergraduate level, the same general trend was true; the percent of increase in enrollment for Hispanic respondents was significantly higher than the percent of increase for total enrollment from 1976 to 1978, 13.28 percent to

1.90 percent, with Hispanic female respondents increasing almost 25 percent during the same period. Hispanic respondents represented 42.6 percent of the total increase, in terms of absolute numbers, from 1976 to 1978--1,873 of a total of 4,398. The 1,505 increase in enrollment of Hispanic female respondents represented 34.2 percent of the total increase.

The trend of increased enrollment of Hispanic female respondents was more dramatic at the graduate level. While the actual number of total enrollment decreased 1,957 and the number of Hispanic male respondents decreased 2,238 from 1976 to 1978, the number of Hispanic females increased 336. In terms of percent change, total graduate respondents decreased 2.80 percent and Hispanic male respondents decreased 4.29 percent from 1976 to 1978. Hispanic female respondents increased more than 25 percent in the same two-year period.

It should be noted that the total number of Hispanic females is still less than the number of Hispanic males. This is true also at the undergraduate level, but not at the graduate level, with Hispanic females outnumbering males for the first time in 1978, 1,637 to 1,443.

University of California System - Hispanic respondents, in terms of absolute numbers, increased from 5,865 in 1974 to 6,030 in 1978, notwithstanding the fact that there was a decrease from 6,026 in 1975 to 5,832 in 1976 in the University of California system. The total number of Hispanic male respondents, however, has steadily declined from a peak of 3,794 in 1975 to a low of 3,454 in 1978. Hispanic female respondents, however, have increased gradually from 2,115 in 1974 to 2,576 in 1978. (See Table 2.9).

In terms of percentages, the total of Hispanic respondents shows a decline from a high of 5.31 percent of the total in 1974 to 5.29 percent in 1975, to 5.02 percent in 1976 and then a upward turn to 5.24 percent in 1978. The percent of the total enrollment represented by Hispanic male respondents has gradually decreased from 3.39 percent in 1974 to 3.0 in 1978. The percent of Hispanic female respondents, on the other hand, have increased steadily from 1.91 percent of the total enrollment in 1974 to 2.24 percent in 1978.

At the undergraduate level, the number of Hispanic male respondents have increased from 2,390 in 1974 to 2,561 in 1978; however, after an increase from 1974 to 1975, there was a decrease from 2,553 in 1975 to 2,494 in 1976. Hispanic female respondents at the undergraduate level have increased slowly from 1,683 in 1974 to 2,090 in 1978. Total undergraduate Hispanic respondents have also increased steadily from 4,073 in 1974 to 4,651 in 1978.

Table 2.9

HISPANIC HEADCOUNT ENROLLMENT IN CALIFORNIA
BY SEX AND LEVEL
FALL 1974 TO FALL 1978
UNIVERSITY OF CALIFORNIA

				Hispanics					
	Year	Total Enrollment	Total Respondents	Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Undergrads	1974	87,877	79,484	2,390	3.01	1,683	2.12	4,073	5.12
	1975	92,401	84,058	2,553	3.04	1,736	2.07	4,289	5.10
	1976	91,520	84,662	2,494	2.95	1,875	2.21	4,369	5.16
	1977	89,908	82,965	2,513	3.03	1,955	2.36	4,468	5.39
	1978	90,961	84,807	2,561	3.02	2,090	2.46	4,651	5.48
Graduates	1974	34,579	30,994	1,360	4.40	432	1.39	1,792	5.78
	1975	36,085	29,769	1,241	4.17	496	1.67	1,737	5.83
	1976	37,128	31,561	1,029	3.26	434	1.38	1,463	4.64
	1977	36,597	30,446	978	3.21	438	1.44	1,416	4.65
	1978	36,920	30,362	893	2.94	486	1.60	1,379	4.54
Total	1974	122,456	110,478	3,750	3.39	2,115	1.91	5,865	5.31
	1975	128,486	113,827	3,794	3.33	2,232	1.96	6,026	5.29
	1976	128,648	116,223	3,523	3.03	2,309	1.99	5,832	5.02
	1977	126,505	113,327	3,491	3.08	2,393	2.11	5,884	5.19
	1978	127,881	115,169	3,454	3.00	2,576	2.24	6,030	5.24

However, at the graduate level, the absolute number of Hispanic respondents have decreased steadily, from 1,792 in 1974 to 1,379 in 1978. This decrease is more dramatic in Hispanic male respondents, from 1,360 in 1974 to 893 in 1978. The Hispanic female respondents declined from the peak of 496 in 1975 to 434 in 1976 and then increased to 486 in 1978, not quite reaching the 1975 peak.

It should be noted that Hispanics have represented approximately five percent of the total enrollment of the University of California system since 1975.

The slowly changing patterns of enrollment at the University of California system are shown in Table 2.10. While the total enrollment in the system had a net decrease of 1,054 respondents from 116,223 in 1976 to 115,169 in 1978, or a -.91 percent decrease, the total number of Hispanic respondents enrolled increased a total of 198, from 5,832 in 1976 to 6,030 in 1978, or an increase of 3.40 percent. The number of Hispanic male respondents, however, decreased at a higher rate than the decrease in the total, -1.96 percent, from 3,523 in 1976 to 3,454 in 1978. The number of Hispanic females, on the other hand, increased a total of 267, from 2,309 in 1976 to 2,576 in 1978, or an increase of 11.56 percent.

This general trend was more dramatic at the graduate level, with Hispanic male respondents decreasing at a rate of -13.22 percent from 1,029 in 1976 to 893 in 1978. Hispanic females increased from 434 in 1976 to 486 in 1978, or an 11.98 percent increase. The greater decrease of Hispanic males caused a net total Hispanic loss at the graduate level of -5.74 percent, from 1,463 in 1976 to 1,379 in 1978, compared to a decrease of -3.80 percent for all respondents for the same period.

At the undergraduate level, Hispanic male respondents increased from 2,494 in 1976 to 2,561 in 1978, or an increase of 2.69 percent. This compared with an increase of 11.47 percent of Hispanic females, from 1,875 in 1976 to 2,090 in 1978. The total Hispanic respondents increase from 4,369 in 1976 to 4,651 in 1978 represented a net undergraduate Hispanic increase of 6.45 percent.

It should be noted, that notwithstanding the fact that the rate of increase of Hispanic female respondents was higher than that of the Hispanic males, the total number of Hispanic females at both the undergraduate and the graduate level remains below the number of Hispanic males.

Table 2.10

PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT IN CALIFORNIA
BY SEX AND LEVEL
FALL 1976 TO FALL 1978
UNIVERSITY OF CALIFORNIA

	Year	Total Enrollment	Total Respondents	Hispanics		
				Male	Female	Total
Undergrads	1976	91,520	84,662	2,494	1,875	4,369
	1977	89,908	82,965	2,513	1,955	4,468
	1978	90,961	84,807	2,561	2,090	4,651
1977-78 Change		+ 1.17%	+ 2.22%	+ 1.91%	+ 6.91%	+ 4.10%
1976-78 Change		- .61%	+ .17%	+ 2.69%	+11.47%	+ 6.45%
Graduates	1976	37,128	31,561	1,029	434	1,463
	1977	36,597	30,446	978	438	1,416
	1978	36,920	30,362	893	486	1,379
1977-78 Change		+ .88%	- .28%	- 8.69%	+10.96%	- 2.61%
1976-78 Change		- .56%	- 3.80%	-13.22%	+11.98%	- 5.74%
Total	1976	128,648	116,223	3,523	2,309	5,832
	1977	126,505	113,327	3,491	2,393	5,884
	1978	127,881	115,169	3,454	2,576	6,030
1977-78 Change		+ 1.09%	+ 1.63%	- 1.06%	+ 7.65%	+ 2.48%
1976-78 Change		- .60%	- .91%	- 1.96%	+11.56%	+ 3.40%

California Public Senior Institutions - The enrollment patterns found in the two previous subsections are also evident in Tables 2.11 and 2.12, which combine the enrollment of the California state colleges and universities and the University of California system.

All California Public Institutions - The combined enrollment of the public community colleges, the California state colleges and universities, and the University of California system are shown in Table 2.13. Hispanic respondents increased from 106,574 in 1976 to a high of 139,722 in 1977 and then decreased to 134,722 in 1978. This same pattern of enrollment was also true of both Hispanic male respondents and Hispanic female respondents, with enrollment of Hispanic males increasing from 63,496 in 1976 to a high of 73,499 in 1977 and then decreasing to 68,700. The enrollment of Hispanic female respondents increased rapidly from 43,078 in 1974 to 66,343 in 1977 and then dropped slightly to 66,022 in 1978.

This general trend was also true at the undergraduate level, with total respondents increasing from 1974 to 1977 and then dropping in 1978. This same pattern was true for Hispanic male respondents, who increased from 60,747 in 1974 to 71,123 in 1977 and then decreased to 66,364 in 1978. Hispanic female respondents increased quite rapidly from 41,752 in 1974 to 64,600 in 1977 and then dropped slightly to 63,899 in 1978.

At the graduate level, however, Hispanic female respondents increased gradually, every year, from 1,326 in 1974 to 2,123 in 1978. Hispanic male respondents enrollment patterns, however, showed a gradual decrease every year from a peak of 2,769 in 1975 to 2,336 in 1978. Because of this mixed pattern, total Hispanic respondents decreased from 4,364 in 1974 to 4,119 in 1977 and then increased to 4,459 in 1978.

The percent of Hispanic respondents of the total number of respondents has increased every year from 8.24 percent in 1974 to 10.32 percent in 1978. At the undergraduate level, the increase of Hispanic respondents has also taken place every year, from 8.44 percent in 1974 to 10.64 percent in 1978. At the graduate level, however, the pattern for Hispanic respondents has been mixed over the five year period. After an initial increase from 5.21 percent in 1974 to 5.49 percent in 1975, the percent of Hispanic respondents decreased for two years to reach a low of 5.06 percent in 1977.

Table 2.11

HISPANIC HEADCOUNT ENROLLMENT IN CALIFORNIA
BY SEX AND LEVEL
FALL 1974 TO FALL 1978
PUBLIC SENIOR INSTITUTIONS

				Hispanics					
	Year	Total Enrollment	Total Respondents	Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Undergrads	1974	313,615	254,375	9,943	3.91	6,476	2.55	16,419	6.45
	1975	331,452	247,347	10,890	4.40	7,072	2.86	17,962	7.26
	1976	325,382	270,729	10,534	3.89	7,936	2.93	18,470	6.82
	1977	329,800	267,113	10,043	3.76	8,018	3.00	18,061	6.76
	1978	329,221	274,402	10,969	4.00	9,656	3.52	20,625	7.52
Graduates	1974	100,383	78,237	2,749	3.51	1,326	1.69	4,075	5.21
	1975	107,925	79,478	2,769	3.48	1,595	2.01	4,364	5.49
	1976	107,000	83,683	2,580	3.08	1,735	2.07	4,315	5.16
	1977	109,081	81,432	2,376	2.92	1,743	2.14	4,119	5.06
	1978	104,835	80,246	2,336	2.91	2,123	2.65	4,459	5.56
Total	1974	413,998	332,612	12,692	3.82	7,802	2.35	20,494	6.16
	1975	439,377	326,825	13,659	4.18	8,667	2.65	22,326	6.83
	1976	432,382	353,276	13,114	3.71	9,671	2.74	22,785	6.45
	1977	438,881	348,461	12,419	3.56	9,761	2.80	22,180	6.37
	1978	434,056	354,648	13,305	3.75	11,779	3.32	25,084	7.07

Table 2.12

PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT IN CALIFORNIA
BY SEX AND LEVEL
FALL 1976 TO FALL 1978
PUBLIC SENIOR INSTITUTIONS

	Year	Total Enrollment	Total Respondents	Hispanics		
				Male	Female	Total
Undergrads	1976	325,382	270,729	10,534	7,936	18,470
	1977	329,800	267,113	10,043	8,018	18,061
	1978	329,221	274,402	10,969	9,656	20,625
1977-78 Change		- .18%	+ 2.73%	+ 9.22%	+20.43%	+14.20%
1976-78 Change		+ 1.18%	+ 1.36%	+ 4.13%	+21.67%	+11.67%
Graduates	1976	107,000	83,683	2,580	1,735	4,315
	1977	109,081	81,432	2,376	1,743	4,119
	1978	104,835	80,246	2,336	2,123	4,459
1977-78 Change		- 3.89%	- 1.46%	- 1.68%	+21.80%	+ 8.25%
1976-78 Change		- 2.02%	- 4.11%	- 9.46%	+22.36%	+ 3.34%
Total	1976	432,382	353,276	13,114	9,671	22,785
	1977	438,881	348,461	12,419	9,761	22,180
	1978	434,056	354,648	13,305	11,779	25,084
1977-78 Change		- 1.10%	+ 1.78%	+ 7.13%	+20.67%	+13.09%
1976-78 Change		+ .39%	+ .39%	+ 1.46%	+21.80%	+10.09%

Table 2.13

HISPANIC HEADCOUNT ENROLLMENT IN CALIFORNIA
BY SEX AND LEVEL
FALL 1974 TO FALL 1978
ALL PUBLIC INSTITUTIONS

				Hispanics				
	Year	Total Enrollment	Total Respondents	Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Undergrads	1974	1,273,322	1,214,082	60,747	5.00	41,752	3.43	102,499	8.44
	1975	1,433,000	1,348,895	67,617	5.01	46,417	3.44	114,034	8.45
	1976	1,398,486	1,343,833	70,416	5.23	56,934	4.22	127,350	9.47
	1977	1,450,320	1,387,633	71,123	5.12	64,600	4.66	135,723	9.78
	1978	1,376,388	1,224,742	66,364	5.42	63,899	5.22	130,263	10.64
Graduates	1974	100,383	78,237	2,749	3.51	1,326	1.69	4,075	5.21
	1975	107,925	79,478	2,769	3.48	1,595	2.01	4,364	5.49
	1976	107,000	83,683	2,580	3.08	1,735	2.07	4,315	5.16
	1977	109,081	81,432	2,376	2.92	1,743	2.14	4,119	5.06
	1978	104,835	80,246	2,336	2.91	2,123	2.65	4,459	5.56
Total	1974	1,373,705	1,292,319	63,496	4.91	43,078	3.33	106,574	8.24
	1975	1,540,925	1,428,373	70,386	4.92	48,012	3.36	118,398	8.28
	1976	1,505,486	1,427,516	72,996	5.11	58,669	4.10	131,665	9.22
	1977	1,559,401	1,469,065	73,499	5.00	66,343	4.51	139,842	9.51
	1978	1,481,223	1,304,988	68,700	5.26	66,022	5.06	134,722	10.32

It should be noted again that Hispanics represent approximately 15.94 percent of the total population of the state. (See Table 1.1) Using 1978 as the base, Hispanic enrollment at the undergraduate level would have to increase by 50 percent at the undergraduate level and the number of Hispanic graduate students would have to be multiplied by three if enrollment of Hispanics were to be proportional to the Hispanic population in the State of California.

The percent of change in enrollment in all the public institutions in California is shown on Table 2.14. The total of Hispanic respondents increased 2.33 percent from 1976 to 131,665 in 1976 to 134,722 in 1978, compared to a decrease of 8.58 percent of total respondents from 1,427,516 in 1976 to 1,304,988 in 1978.

Hispanic male respondents decreased from 72,996 in 1976 to 68,700 in 1978, or a -5.89 percent decrease. Hispanic female respondents, on the other hand, increased from 58,699 in 1976 to 66,022 in 1978, for a 12.53 percent increase.

In absolute numbers, Hispanic female respondents increased 7,353 while Hispanic male respondents decreased 4,296 and total respondents decreased 122,528.

At the undergraduate level, the number of Hispanic male respondents decreased from 70,416 in 1976 to 66,364, or a decrease of 5.75 percent. Hispanic female respondents, on the other hand, showed an increase of 12.23 percent, from 56,934 in 1976 to 63,899 in 1978. The total Hispanic respondents increased only 2.29 percent because of this mixed pattern of male and female Hispanic respondents, from 127,350 in 1976 to 130,263 in 1978, or a 2.29 percent increase. This compared to a 8.86 percent decrease of all undergraduate respondents, from 1,343,833 in 1976 to 1,224,742 in 1978.

The pattern was more dramatic at the graduate level, with Hispanic female respondents increasing 25.83 percent from 1,301 in 1976 to 1,637 in 1978 and Hispanic male respondents decreasing from 1,551 in 1976 to 1,443 in 1978, or a -6.96 percent decrease. The total Hispanic respondents increased from 2,852 in 1976 to 3,080 in 1978; this represented a 7.99 percent increase in the two-year period, brought about because of the high increase of Hispanic female respondents. This compared with a decrease in total graduate respondents of 4.29 percent, from 52,122 in 1976 to 48,884 in 1978.

The total number of Hispanic female respondents, however, is still less than the number of Hispanic male respondents in the undergraduate and in the combined total, at the graduate level, however, the absolute number of female Hispanic respondents was higher than the Hispanic males for the first time in 1978.

Table 2.14

PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT IN CALIFORNIA
BY SEX AND LEVEL
FALL 1976 TO FALL 1978

ALL PUBLIC INSTITUTIONS

	Year	Total Enrollment	Total Respondents	Hispanics Male	Hispanics Female	Hispanics Total
Undergrads	1976	1,398,486	1,343,833	70,416	56,934	127,350
	1977	1,450,320	1,387,633	71,123	64,600	135,723
	1978	1,376,388	1,224,742	66,364	63,899	130,263
1977-78 Change		- 5.09%	- 11.73%	- 6.70%	- 1.09%	- 4.02%
1976-78 Change		- 1.58%	- 8.86%	- 5.75%	+12.23%	+ 2.29%
Graduates	1976	69,872	52,122	1,551	1,301	2,852
	1977	72,484	50,986	1,398	1,305	2,703
	1978	67,915	49,884	1,443	1,637	3,080
1977-78 Change		- 6.30%	- 2.16%	+ 3.22%	+25.44%	+13.95%
1976-78 Change		- 2.80%	- 4.29%	- 6.96%	+25.83%	+ 7.99%
Total	1976	1,505,486	1,427,516	72,996	58,669	131,665
	1977	1,559,401	1,469,065	73,499	66,343	139,842
	1978	1,981,223	1,304,988	68,700	66,022	134,722
1977-78 Change		- 5.01%	- 11.17%	- 6.53%	- .48%	- 3.66%
1976-78 Change		- 1.61%	- 8.58%	- 5.89%	+12.53%	+ 2.33%

Texas Data*

Texas Community/Junior College - Headcount enrollment data in Texas community/junior colleges, presented in Table 2.15, indicate that total Hispanic enrollment increased from 35,423 in 1976 to 38,517 in 1978. The percent of the total Hispanic enrollment decreased slightly from 16.57 percent in 1976 to 16.53 in 1978 because the total headcount enrollment increased from 213,788 in 1976 to 232,974 in 1978.

The number of Hispanic males, however, decreased slightly, from 20,497 in 1976 to 20,264 in 1978. Hispanic females, on the other hand, increased from 14,926 in 1976 to 18,253 in 1978. The percent of Hispanic males of the total enrollment decreased from 9.59 percent in 1976 to 8.69 percent in 1978. The percent of Hispanic females of the total enrollment increased from 6.98 percent in 1976 to 7.83 in 1978.

The change in enrollment in the community colleges, expressed in terms of percentages, is shown in Table 2.16. This indicates that the percent of increase of total Hispanic enrollment from 1976 to 1978, was slightly less than the percent of increase for the total enrollment in the community colleges, 8.79 percent for Hispanics compared to 8.97 percent for the total.

The percent of change of Hispanic male enrollment showed a decrease of -1.14 percent, compared to a significant increase of 22.43 percent for Hispanic females and an increase of 8.97 percent for the total enrollment change.

In spite of this, the total number of Hispanic females enrolled was less than the total number of Hispanic males, with the exception of the freshman level, with females outnumbering males both in 1977 and 1978.

Texas Senior Colleges and Universities - Headcount enrollment in the Texas senior colleges, shown in Table 2.17, show an increase of total Hispanic enrollment from 27,991 in 1976 to 32,746 in 1978. The number of Hispanic males increased from 14,976 in 1976 to 16,920 in 1978 while Hispanic females increased

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*It should be noted that Hispanics represent approximately 20.78 percent of the total population of the State of Texas. (Refer to Table 1.1)

Table 2.15

HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
FALL 1976 TO FALL 1978
TEXAS PUBLIC COMMUNITY/JUNIOR COLLEGES

			Hispanics					
	Year	Total Enrollment	Male	% Of Total Enrollment	Female	% Of Total Enrollment	Total	% Of Total Enrollment
Freshmen	1976	145,616	12,099	8.30	10,567	7.26	22,666	15.57
	1977	152,158	12,140	7.98	12,425	8.17	24,565	16.14
	1978	160,814	12,657	7.87	13,332	8.29	25,989	16.16
Sophomores	1976	43,400	4,596	10.59	2,665	6.29	7,261	16.73
	1977	45,515	5,128	11.27	3,160	6.94	8,288	18.21
	1978	44,318	4,742	10.70	3,476	7.84	8,218	18.54
Unclassified	1976	24,772	3,802	15.35	1,694	6.84	5,496	22.19
	1977	25,244	2,734	10.83	1,285	5.09	4,019	15.92
	1978	27,842	2,865	10.29	1,445	5.19	4,310	15.48
Total	1976	213,788	20,497	9.59	14,926	6.98	35,423	16.57
	1977	222,917	20,002	8.97	16,870	7.57	36,872	16.54
	1978	232,974	20,264	8.69	18,253	7.83	38,517	16.53

Table 2.16

PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
FALL 1976 TO FALL 1978
TEXAS PUBLIC COMMUNITY/JUNIOR COLLEGES

	Year	Total Enrollment	Hispanics		
			Male	Female	Total
Fresh-men	1976	145,616	12,099	10,567	22,666
	1977	152,158	12,140	12,425	24,565
	1978	160,814	12,657	13,332	25,989
1977-78 Change		+ 5.68%	+ 4.26%	+ 7.30%	+ 5.80%
1976-78 Change		+10.44%	+ 4.61%	+26.17%	+14.66%
Sopho-more	1976	43,400	4,596	2,665	7,261
	1977	45,515	5,128	3,160	8,288
	1978	44,318	4,742	3,497	8,239
1977-78 Change		- 2.63%	- 7.53%	+10.66%	-.59%
1976-78 Change		+ 2.12%	+ 3.18%	+31.22%	+13.47%
Unclassi-fied	1976	24,772	3,802	1,694	5,496
	1977	25,244	2,734	1,285	4,019
	1978	27,842	2,865	1,445	4,310
1977-78 Change		+ 10.29%	+ 4.79%	+12.45%	+7.24%
1976-78 Change		+ 12.39%	-24.64%	-14.70%	-21.58%
Total	1976	213,788	20,497	14,926	35,423
	1977	222,917	20,002	16,870	36,872
	1978	232,974	20,263	18,274	38,538
1977-78 Change		+ 4.51%	+ 1.30%	+ 8.32%	+ 4.52%
1976-78 Change		+ 8.97%	- 1.14%	+22.43%	+ 8.79%

from 13,015 to 15,826. The percent of total Hispanic enrollment to total enrollment also increased, from 8.80 in 1976 to 9.96 in 1978. The percent of Hispanic males of the total enrollment increased from 4.76 in 1976 to 5.14 in 1978, while the percent of Hispanic females increased from 4.13 to 4.81 during the same period.

This same trend was true at both the undergraduate and the graduate levels. At the undergraduate level, the total number of Hispanics increased from 23,571 in 1976 to 27,705 in 1978, with male Hispanics increasing from 12,629 to 14,328 and female Hispanics increasing from 10,942 to 13,377. The percent of Hispanic enrollment to total enrollment increased from 9.53 in 1976 to 10.74 in 1978. The percent of Hispanic males to the total enrollment increased from 5.10 in 1976 to 5.56 in 1978 and the percent of Hispanic females increased from 4.42 to 5.19.

At the graduate level, the total number of Hispanics increased from 4,420 in 1976 to 5,041 in 1978, with the number of male Hispanics increasing from 2,347 to 2,592 and female Hispanics increasing from 2,073 to 2,449. The percent of total Hispanic enrollment to total enrollment increased from 6.55 percent in 1976 to 7.12 in 1978. The percent of Hispanic males to the total enrollment increased from 3.48 percent in 1976 to 3.66 in 1978, while the percent of Hispanic females increased from 3.07 of the total to 3.46 percent.

It should be noted that Hispanics have represented approximately nine percent of the total enrollment in Texas public senior colleges and universities since 1976.

The changing patterns of enrollment in the Texas senior colleges and universities are shown in terms of percent of change in Table 2.18. While the increase in total enrollment increased 4.37 percent from 1976 to 1978, the increase of total Hispanic enrollment was almost four-fold, or 16.99 percent. The increase from 14,976 in 1976 to 16,920 in 1978 of Hispanic males represented an increase of 12.98 percent. Hispanic female enrollment increased 21.60 percent, from 13,015 in 1976 to 15,826 in 1978. Notwithstanding this, the number of Hispanic males still exceeded the number of Hispanic females in 1978, except at two levels, freshman and master's; Hispanic male total enrollment still exceeded Hispanic female enrollment by more than 1,000. In terms of absolute numbers, the increase of 4,755 Hispanics from 1976 to 1978 represents almost 35 percent of the total increase of 13,759.

At the undergraduate level, the percent of increase of total Hispanic enrollment from 23,571 in 1976 to 27,705 in 1978 was 17.54 percent, compared to

Table 2.17
HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
FALL 1976 TO FALL 1978
TEXAS PUBLIC SENIOR COLLEGES AND UNIVERSITIES

	Year	Total Enrollment	Hispanics					
			Male	% Of Total Enrollment	Female	% Of Total Enrollment	Total	% Of Total Enrollment
Freshmen	1976	84,471	3,951	4.68	4,190	4.96	8,141	9.64
	1977	87,037	4,178	4.80	4,559	5.24	8,737	10.04
	1978	87,275	5,036	5.77	5,272	6.04	10,308	11.81
Sophomores	1976	51,521	2,643	5.13	2,344	4.55	4,987	9.68
	1977	51,741	2,554	4.94	2,525	4.88	5,079	9.82
	1978	52,284	2,650	5.07	2,555	4.89	5,205	9.96
Juniors	1976	55,370	2,964	5.35	2,225	4.02	5,189	9.42
	1977	56,373	3,050	5.41	2,500	4.43	5,550	9.85
	1978	56,928	3,154	5.54	2,711	4.76	5,865	10.30
Seniors	1976	56,023	3,071	5.48	2,157	3.85	5,228	9.33
	1977	59,061	3,274	5.54	2,473	4.19	5,747	9.73
	1978	61,396	3,488	5.68	2,839	4.62	6,327	10.30
Under-graduates	1976	247,385	12,629	5.10	10,942	4.42	23,571	9.53
	1977	254,212	13,056	5.14	12,057	4.74	25,113	9.88
	1978	257,883	14,328	5.56	13,377	5.19	27,705	10.74
Post BA	1976	9,397	257	2.73	189	2.01	446	4.75
	1977	10,490	308	2.94	259	2.47	567	5.41
	1978	10,040	342	3.40	272	2.70	614	6.11
Masters	1976	44,958	1,663	3.70	1,695	3.77	3,358	7.47
	1977	45,287	1,797	3.97	1,777	3.92	3,754	7.89
	1978	46,881	1,789	3.82	1,924	4.10	3,713	7.92
Doctoral	1976	8,857	186	2.10	122	1.38	308	3.48
	1977	9,181	197	2.15	146	1.59	343	3.74
	1978	9,469	184	1.94	159	1.67	343	3.62
Special/ Profes-sional	1976	4,260	241	5.66	67	1.57	308	7.23
	1977	4,243	266	6.27	80	1.89	346	8.15
	1978	4,343	277	6.37	94	2.16	371	8.54
Grad/Spec Profes Total	1976	67,472	2,347	3.48	2,073	3.07	4,420	6.55
	1977	69,201	2,568	3.71	2,262	3.27	4,830	6.98
	1978	70,733	2,592	3.66	2,449	3.46	5,041	7.12
Grand Total	1976	314,857	14,976	4.76	13,015	4.13	27,991	8.80
	1977	323,413	15,624	4.83	14,319	4.43	29,943	9.26
	1978	328,616	16,920	5.14	15,826	4.81	32,746	9.96

a 4.24 percent increase in the total enrollment from 247,385 in 1976 to 257,883 in 1978. The percent of increase of Hispanic males was 13.45 percent, from 12,629 in 1976 to 14,328 in 1978. The increase from 10,942 in 1976 to 13,377 in 1978 represented a 22.25 percent increase for Hispanic females.

At the graduate level, the increase of 4.24 percent of total enrollment from 67,472 in 1976 to 70,333 in 1978 compared to an increase of 10.44 percent from 2,347 in 1976 to 2,592 in 1978 for Hispanic males and an increase of 18.14 percent from 2,073 in 1976 to 2,449 in 1978 for Hispanic females.

At the undergraduate level, the 4,134 increase in Hispanics represented 39.38 percent of the total increase of 10,498 from 1976 to 1978. At the graduate level, Hispanics represented 21.70 percent of the increase, 621 of 2,861.

All Texas Public Institutions - The combined enrollment of the Texas public community colleges and the senior colleges and universities are presented in Table 2.19. Total Hispanic enrollment increased from 63,414 in 1976 to 71,263 in 1978, with male Hispanics increasing from 35,473 in 1976 to 37,184 in 1978 and the number of female Hispanics increasing from 27,941 in 1976 to 34,079 in 1978.

At the undergraduate level, the total number of Hispanics increased from 58,994 in 1976 to 66,222 in 1978. Hispanic males increased from 33,126 to 34,592, compared to an increase of Hispanic females from 25,868 in 1976 to 31,630 in 1978.

At the sophomore and freshmen levels, the two levels where the community colleges play a significant part, the same general trend was true. The number of Hispanic freshmen increased from 30,807 in 1976 to 36,297 in 1978, with the number of Hispanic males increasing from 16,050 to 17,693 and Hispanic females increasing from 14,577 to 18,604. At the sophomore level, the total number of Hispanics increased from 12,248 in 1976 to 13,423 in 1978. Sophomore Hispanic males increased from 7,239 in 1976 to 7,392 in 1978 and sophomore Hispanic females increased from 5,009 to 6,031.

The data on graduate enrollment was discussed in the previous subsection on Texas senior colleges and universities and will not be discussed here.

The percent of Hispanics enrolled of the total enrollment in all the Texas public institutions has increased from 12.00 percent in 1976 to 12.69 percent in 1978. At the undergradauate level, the percent of Hispanics of the total enrolled has also increased, from 12.79 percent in 1976 to 13.49 percent in

Table 2.18
PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
FALL 1976 TO FALL 1978
TEXAS PUBLIC SENIOR COLLEGES AND UNIVERSITIES

	Year	Total Enrollment	Hispanics		
			Male	Female	Total
Freshman	1976	84,471	3,951	4,190	8,141
	1977	87,037	4,178	4,559	8,731
	1978	87,275	5,036	5,272	10,308
1977-78 Change		+ .27%	+20.54%	+15.64%	+18.06%
1976-78 Change		+3.32%	+27.46%	+25.82%	+26.62%
Sophomores	1976	51,521	2,643	2,344	4,987
	1977	51,741	2,554	2,525	5,079
	1978	52,284	2,650	2,555	5,205
1977-78 Change		+ 1.05%	+ 3.76%	+1.19%	+2.48%
1976-78 Change		+ 1.48%	+ .26%	+9.00%	+4.37%
Juniors	1976	55,370	2,964	2,189	5,215
	1977	56,373	3,050	2,500	5,550
	1978	56,928	3,154	2,711	5,865
1977-78 Change		+ .98%	+3.41%	+8.44%	+5.68%
1976-78 Change		+ 2.81%	+6.41%	+23.85%	+12.46%
Seniors	1976	56,023	3,071	2,157	5,228
	1977	59,061	3,274	2,473	5,747
	1978	61,396	3,488	2,839	6,327
1977-78 Change		+ 3.95%	+6.54%	+14.80%	+10.09%
1976-78 Change		+ 9.59%	+13.58%	+31.62%	+21.02%
Undergrads	1976	247,385	12,629	10,942	23,571
	1977	254,212	13,056	12,057	25,113
	1978	257,883	14,328	13,377	27,705
1977-78 Change		+ 1.44%	+ 9.74%	+10.95%	+10.32%
1976-78 Change		+ 4.24%	+13.45%	+22.25%	+17.54%
Post BA	1976	9,397	257	189	446
	1977	10,490	308	259	567
	1978	10,040	342	272	614
1977-78 Change		- 4.29%	+11.03%	+ 5.02%	+ 8.29%
1976-78 Change		+ 6.84%	+33.07%	+43.92%	+36.40%
Masters	1976	44,958	1,663	1,695	3,358
	1977	45,287	1,797	1,777	3,754
	1978	46,881	1,789	1,924	3,713
1977-78 Change		+ 3.52%	-.45%	+ 8.27%	- 1.09%
1976-78 Change		+ 4.28%	+ 7.58%	+13.51%	+10.57%
Doctoral	1976	8,857	186	122	308
	1977	9,181	197	146	343
	1978	9,469	184	159	343
1977-78 Change		+ 3.14%	+6.60%	+ 8.90%	.00%
1976-78 Change		+ 6.91%	-1.08%	+30.33%	+11.36%
Special/ Profes- sional	1976	4,260	241	67	308
	1977	4,243	266	80	346
	1978	4,343	277	94	371
1977-78 Change		+ 2.36%	+ 4.14%	+17.50%	+ 7.22%
1976-78 Change		+ 1.95%	+14.94%	+40.30%	+20.45%
Grad/Spc Profes- sional	1976	67,472	2,347	2,073	4,420
	1977	69,201	2,568	2,263	4,830
	1978	70,333	2,592	2,449	5,041
1977-78 Change		+ 1.64%	+ .93%	+ 8.22%	+ 4.37%
1976-78 Change		+ 4.24%	+10.44%	+18.14%	+14.05%
Grand Total	1976	314,857	14,976	13,015	27,991
	1977	323,413	15,624	14,319	29,943
	1978	328,616	16,920	15,826	32,746
1977-78 Change		+ 1.61%	+ 8.29%	+10.52%	+ 9.36%
1976-78 Change		+ 4.37%	+12.98%	+21.60%	+16.99%

1978. The percent of Hispanics of the total graduate enrollment also has increased from 6.55 in 1976 to 7.12 in 1978.

The percent of Hispanic freshmen to the total freshmen enrollment also increased, from 13.39 percent in 1976 to 14.63 in 1978, with the percentage of Hispanic male freshmen increasing from 6.98 to 7.13 and of Hispanic female freshmen increasing from 6.41 to 7.50. At the sophomore level, the percent of Hispanic sophomores increased from 12.91 percent in 1976 to 13.89 percent in 1978 with the percent for sophomore Hispanic males increasing from 7.63 to 7.65 and for sophomore Hispanic females increasing from 5.28 to 6.24.

It should be noted here that Hispanics represent approximately 20.78 percent of the total population of the State of Texas. (See Table 1.1) Using 1978 as a base, Hispanic enrollment would have to increase by more than 35,000 at the undergraduate level and the number of Hispanic graduate students would have to be tripled if enrollment of Hispanics were to be proportional to the Hispanic population of the State of Texas.

The percent of change in enrollment in all the Texas public institutions is shown in Table 2.20. The total Hispanic enrollment increased 12.38 percent from 63,414 in 1976 to 71,263 in 1978, or almost double the 6.23 percent increase in the total enrollment from 528,645 in 1976 to 561,590 in 1978. The percent of increase of male Hispanics, however, was less than the percent increase of the total enrollment--4.82 percent from 35,473 in 1976 to 37,184 in 1978. The percent of increase of female Hispanic enrollment was 21.97 percent--or more than three times the percent of increase of the total enrollment--from 27,941 in 1976 to 34,079 in 1978.

The same trend was true at the undergraduate level. The total number of Hispanics increased 12.5 percent from 58,994 in 1976 to 66,222 in 1978, compared to an increase percentage of 6.44 for the total enrollment, from 461,173 in 1976 to 490,857 in 1978. The 4.43 percent increase of Hispanic males from 33,126 in 1976 to 34,592 in 1978 was less than the percent of increase of the total enrollment. The percent of increase in Hispanic females, however, was more than three times the percent of increase of the total enrollment--22.27 percent, from 25,868 in 1976 to 31,630 in 1978.

The percent of change of graduate enrollment reflected in this table was discussed in the previous section on Texas public colleges and universities and will not be discussed here.

Table 2.19

HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
FALL 1976 TO FALL 1978
ALL TEXAS PUBLIC INSTITUTIONS

	Year	Total Enrollment	Hispanics					
			Male	% Of Total Enrollment	Female	% Of Total Enrollment	Total	% Of Total Enrollment
Freshmen	1976	230,087	16,050	6.98	14,757	6.41	30,807	13.39
	1977	239,195	16,318	6.82	16,984	7.10	33,302	13.92
	1978	248,089	17,693	7.13	18,604	7.50	36,297	14.63
Sophomores	1976	94,921	7,239	7.63	5,009	5.28	12,248	12.91
	1977	97,256	7,682	7.90	5,685	5.85	13,367	13.75
	1978	96,602	7,392	7.65	6,031	6.24	13,423	13.89
Under-graduates	1976	461,173	33,126	7.18	25,868	5.61	58,994	12.79
	1977	477,129	33,058	6.93	28,927	6.06	61,985	12.99
	1978	490,857	34,592	7.05	31,630	6.44	66,222	13.49
Grad/Spec Profession Total	1976	67,472	2,347	3.48	2,073	3.07	4,420	6.55
	1977	69,201	2,568	3.71	2,262	3.27	4,830	6.98
	1978	70,733	2,592	3.66	2,449	3.46	5,041	7.12
Grand Total	1976	528,645	35,473	6.71	27,941	5.29	63,414	12.00
	1977	546,330	35,626	6.52	31,189	5.71	66,815	12.23
	1978	561,590	37,184	6.62	34,079	6.07	71,263	12.69

Table 2.20

PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
FALL 1976 TO FALL 1978
ALL TEXAS PUBLIC INSTITUTIONS

	Year	Total Enrollment	Hispanics Male	Hispanics Female	Hispanics Total
Undergrads	1976	461,173	33,126	25,868	58,994
	1977	477,129	33,058	28,972	61,985
	1978	490,857	34,592	31,630	66,222
1977-78 Change		+ 2.88%	+ 4.64%	+ 9.17%	+ 6.84%
1976-78 Change		+ 6.44%	+ 4.43%	+22.27%	+12.25%
Grad/Spc Profes-sional	1976	67,472	2,347	2,073	4,420
	1977	69,201	2,568	2,263	4,830
	1978	70,333	2,592	2,449	5,041
1977-78 Change		+ 1.64%	+ .93%	+ 8.22%	+ 4.37%
1976-78 Change		+ 4.24%	+10.44%	+18.14%	+14.05%
Grand Total	1976	528,645	35,473	27,941	63,414
	1977	546,330	35,626	31,189	66,815
	1978	561,590	37,184	34,079	71,263
1977-78 Change		+ 2.79%	+ 4.37%	+ 9.27%	+ 6.66%
1976-78 Change		+ 6.23%	+ 4.82%	+21.97%	+12.38%

Comparison: Community College and Senior Institution Enrollment - A comparison of the distribution of Hispanics enrolled in the public community colleges and the senior institutions from Fall 1976 to Fall 1978 in California is presented in Table 2.21 and in Texas in Table 2.22. In 1976, of a total of 127,350 Hispanics enrolled at the undergraduate level in all public institutions in California, 108,880 or 85.50 percent were enrolled in the community colleges compared to 18,470, or 14.50 percent enrolled in the senior colleges and universities. In 1977, the 117,662 Hispanics enrolled in the community colleges represented 86.70 percent of the total 135,723 Hispanics enrolled in all the California public institutions, an increase of 1.20 percent. In 1977, of a total of 130,263 Hispanics enrolled in all the institutions in California, 109,638, or 84.17 percent, were enrolled in the community colleges and 20,625 or 15.83 percent were enrolled in the senior colleges and universities.

If total enrollment is considered, i.e., both undergraduate and graduate, the percentages change slightly. In 1976, the combined undergraduate and graduate Hispanic enrollment was 131,665, of which 108,880 or 82.70 percent were enrolled in the community colleges and 17.31 percent, or 22,785, were enrolled in the senior colleges and universities. In 1977, the 117,662 Hispanics enrolled in the community colleges represented 84.14 percent of the 131,842 Hispanic undergraduate and graduate students enrolled. Of 134,722 Hispanics enrolled in 1978, 81.38 percent, or 109,836 were enrolled in the community colleges.

In Texas, the percent of the total Hispanics enrolled in the community colleges is significantly less than in California, and the percent decreased from 1976 to 1978. Of the total 58,994 Hispanic undergradutes enrolled in all the Texas public institutions in 1976, 60.04 percent, or 35,423, were enrolled in the community colleges and 23,571, or 39.96 percent were enrolled in the senior colleges and universities. In 1977, the 36,872 Hispanics enrolled in the community colleges represented 59.48 percent of all Hispanic undergraduates enrolled, a slight decrease in percentage from the prior year. In 1978, the total Hispanic undergraduates enrolled was 66,222, of which 38,517, or 58.14 percent, were enrolled in the community colleges and 41.84 percent, or 27,705, were enrolled in the senior colleges and universities.

This distribution changes slightly if the combined undergraduate and graduate enrollment are considered. Of the 63,414 Hispanics enrolled at the undergraduate and graduate level in 1976, 55.86 percent, or 35,423 were enrolled

Table 2.21

HISPANIC HEADCOUNT ENROLLMENT COMPARISONS
FALL 1976 TO FALL 1978
CALIFORNIA COMMUNITY COLLEGES - SENIOR COLLEGES AND UNIVERSITIES

Undergraduate Enrollment Only:	Community Junior Colleges		Senior Colleges		Total
	Number	Percent	Number	Percent	Number
1976	108,880	85.50	18,470	14.50	127,350
1977	117,662	86.70	18,061	13.31	135,723
1978	109,638	84.17	20,625	15.83	130,263

Total Enrollment:	Community Junior Colleges		Senior Colleges		Total
	Number	Percent	Number	Percent	Number
1976	108,880	82.70	22,785	17.31	131,665
1977	117,662	84.14	22,180	15.86	139,842
1978	109,638	81.38	25,084	18.62	134,722

Table 2.22

HISPANIC HEADCOUNT ENROLLMENT COMPARISONS
FALL 1976 TO FALL 1978
TEXAS COMMUNITY/JUNIOR COLLEGES - SENIOR COLLEGES AND UNIVERSITIES

Undergraduate Enrollment Only:	Community/Junior Colleges		Senior College		Total
	Number	Percent	Number	Percent	Number
1976	35,423	60.04	23,571	39.96	58,994
1977	36,872	59.48	25,113	40.51	61,985
1978	38,517	58.16	27,705	41.84	66,222

Total Enrollment:	Community/Junior Colleges		Senior College		Total
	Number	Percent	Number	Percent	Number
1976	35,423	55.86	27,991	44.15	63,414
1977	36,872	55.19	27,943	44.81	66,815
1978	38,517	54.04	32,746	45.95	71,263

in community colleges and 27,991 or 44.16 percent were enrolled in the senior colleges and universities. In 1977, the total Hispanic enrollment was 66,815, of which 36,872, or 55.19 percent, were enrolled in the community colleges and 27,943, or 44.81 percent, were enrolled in the senior institutions. In 1978, 54.04 percent, or 38,517 Hispanics, were enrolled in the community colleges, and the combined undergraduate and graduate Hispanics enrolled, 71,263.

Institutional Data

The data available at the institutional level vary significantly among the institutions, both in terms of the breakdown available and the number of years for which the data are available. For example, data at the two community colleges from California included in the study are available since 1975, but breakdown by sex is not available for San Jose City College and available only for two years at East Los Angeles College. California State University at Los Angeles had very complete, longitudinal data while San Jose State University had data available only since 1976 and these data were not available broken down by sex. All Texas institutions had data available only since 1976. Because of this, part of this section on access will be rather limited.

California Institutions

San Jose City College - The total number of Hispanics enrolled at San Jose City College has decreased from a peak of 1,594 in 1976 to a low of 931 in 1978, as shown in Table 2.23. The percent of Hispanics of the total enrollment has also decreased from 11.54 in 1976 to 6.77 percent in 1979. The number of Hispanic males enrolled has decreased from 890 in 1976 to 508 in 1979 while Hispanic female enrollment has decreased from a high of 711 in 1977 to 423 in 1979. The percent of decrease of Hispanic enrollment, shown in Table 2.24, is much larger than is the trend in all the community colleges in California. (Refer to Table 2.6)

East Los Angeles College - The data from East Lost Angeles College, shown in Tables 2.25 and 2.26 are very sketchy; breakdown by sex not available for more than two years and the number who indicated their enthnicity, i.e., the respondents, of the total enrolled varies so much that the data are difficult to

Table 2.23

HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
AT SAN JOSE CITY COLLEGE
FALL 1975 TO FALL 1979

			Hispanics					
	Year	Total Enrollment[a]	Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Freshmen	1975	11,066					1,133	10.24
	1976	10,601					1,284	12.11
	1977	11,480					1,212	10.56
	1978	10,688					915	8.56
	1979	11,506					698	6.07
Sophomores	1975	2,362					143	6.05
	1976	2,203					224	10.17
	1977	1,976					267	13.51
	1978	1,661					215	12.94
	1979	1,470					143	9.73
Total	1975	14,720	840	5.71	562	3.82	1,402	9.52
	1976	13,814	890	6.44	704	5.10	1,594	11.54
	1977	14,452	878	6.08	711	4.92	1,589	11.00
	1978	13,202	702	5.32	541	4.10	1,243	9.42
	1979	13,762	508	3.69	423	3.07	931	6.77

[a] Figures for Total Enrollment and Total Respondents are the same.

Table 2.24

PERCENT OF CHANGE IN HISPANIC ENROLLMENT BY SEX AND LEVEL
AT SAN JOSE CITY COLLEGE
FALL 1977 TO FALL 1979

	Year	Total Enrollment[a]	Hispanics		
			Male	Female	Total
Freshmen	1977	11,480			1,212
	1978	10,688			915
	1979	11,506			698
1978-79 Change		+7.65%			-23.72%
1977-79 Change		+ .23%			-42.41%
Sophomores	1977	1,976			267
	1978	1,661			215
	1979	1,470			143
1978-79 Change		-11.50%			-33.49%
1977-79 Change		-25.61%			-46.44%
Total	1977	14,452	878	711	1,589
	1978	13,202	702	541	1,243
	1979	13,762	508	423	931
1978-79 Change		+ 4.24%	-27.64%	-21.81%	-25.10%
1977-79 Change		- 4.77%	-42.14%	-40.51%	-41.41%

[a] Figures for Total Enrollment and Total Respondents are the same.

Table 2.25

HISPANIC HEADCOUNT ENROLLMENT BY SEX
AT EAST LOST ANGELES COLLEGE
FALL 1975 TO FALL 1978

Year	Total Enrollment	Total Respondents[a]	Hispanics						
			Male	% Of Total Respondents	Female	% Of Total Respondents	Total	Prorated Total[b]	% Of Total Respondents
Total									
1975	18,544	11,402					6,746	10,974	59.18
1976[c]	17,613		5,662	32.15	5,054	28.69	10,716	(10,716)	60.84
1977	15,500		4,933	31.83	5,154	33.25	10,087	(10,087)	65.01
1978	14,998	10,624					7,112	10,022	66.82
1979	16,026	12,762					8,616	10,850	67.70

Table 2.26

PERCENT CHANGE IN HISPANIC HEADCOUNT ENROLLMENT BY SEX
AT EAST LOS ANGELES COLLEGE
FALL 1976 TO FALL 1978

	Year	Total Enrollment	Total Respondents[a]	Hispanics			
				Male	Female	Total	Prorated Total[b]
Total	1976	17,613		5,662	5,054	10,716	(10,716)
	1977	15,500		4,933	5,154	10,087	(10,087)
	1978	14,998	10,624			7,112	10,022
1977-78 Change		- 3.24%					- .64%
1976-78 Change		-14.85%					- 6.48%

[a] Total Respondent the same as Total Enrollment unless otherwise noted.

[b] Prorated total of Hispanics was calculated for 1975, 1978 and 1979 by assuming that the percentage of Hispanic respondents is the same as the percentage of Hispanic non-respondents in order to allow direct comparison with 1976 and 1977 totals.

[c] Data for 1976 and 1977 are from the California Postsecondary Education Commission; data for 1975, 1978 and 1979 are from institutional sources.

interpret. However, the few data available seem to indicate that the enrollment patterns for Hispanics here are similar to the pattern for Hispanics in all the community colleges in California. In other words, the number of female Hispanics is increasing and the number of male Hispanics is decreasing, for a slight net Hispanic enrollment increase.

San Jose State University - Total enrollment patterns of Hispanics at San Jose State University, presented in Table 2.27 seem to reflect the enrollment patterns of all the California state colleges and universities, showing a decrease from 1976 to 1977 and then an increase in 1978. This trend is also true at the undergraduate level; however, at the graduate level after a decrease from 190 in 1975 to 115 in 1976, there has been an increase to 128 in 1978, well below the 1975 peak. The percent Hispanics represent of the total enrollment, both at the graduate and undergraduate level, has increased over the last three years.

The percent of change of Hispanic enrollment is significantly higher, positively, than the total enrollment patterns of the univeristy, as Table 2.28 indicates. While the percent of change of total respondents reflects a net decrease of 14.87 percent from 1976 to 1978, Hispanic respondents increased by more than 26 percent. It should be noted, however, that the number of respondents was 50 percent less than the total number enrolled.

California State University at Los Angeles - The total enrollment of Hispanics increased steadily from 1972 when 2,986 were enrolled to a peak enrollment of 4,380 in 1976 and then gradually decreased to 3,757 in 1979. See Table 2.29. This same trend of increase to a peak and then gradual decrease is evident both at the graduate and undergraduate levels. The trend also applied to Hispanic male and female respondents, with the peak for Hispanic males being reached in 1976 when 2,367 Hispanic males enrolled; enrollment of Hispanic males has decreased every year since then to 1,742 in 1979. The peak for Hispanic female respondents was reached in 1977, when 2,067 enrolled; since then, enrollment has declined to 2,015 in 1979.

The data on percent of change of Hispanic enrollment, displayed in Table 2.30, seem to indicate a trend for California State University at Los Angeles which is different from the total California state colleges and universities system. The system enrollment patterns reflect an increase of Hispanic enrollment while this institution's pattern reflect a loss of 14.22 percent from 1977 to 1979.

Table 2.27

HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
AT SAN JOSE STATE UNIVERSITY
FALL 1975 TO FALL 1978

	Year	Total Enrollment	Total Respondents	Hispanics					
				Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Freshmen	1976	3,714	1,821					204	11.20
	1977	2,931	708					90	12.71
	1978	3,818	1,569					245	15.62
Sophomores	1976	2,821	1,510					148	9.80
	1977	2,867	1,555					134	8.62
	1978	3,136	1,557					132	8.48
Juniors	1976	6,829	3,438					265	7.71
	1977	6,409	2,564					242	9.44
	1978	6,889	3,043					383	12.59
Seniors	1976	7,689	5,075					348	6.86
	1977	9,761	6,107					436	7.14
	1978	7,594	4,390					413	9.41
Undergrads	1975	20,547	13,363					1,065	7.97
	1976	21,053	11,844					965	8.15
	1977	21,968	10,934					902	8.25
	1978	21,437	10,559					1,173	11.11
Grads	1975	6,474	3,525	115	3.26	75	2.18	190	5.39
	1976	6,259	2,280	64	2.81	51	2.24	115	5.04
	1977	6,431	2,293	65	2.83	58	2.53	123	5.36
	1978	5,562	1,466	73	4.98	55	3.75	128	8.73
Total	1975	28,021	16,888	738	4.37	517	3.06	1,255	7.43
	1976	27,312	14,124	594	4.21	486	3.44	1,080	7.65
	1977	28,399	13,227	554	4.19	471	3.56	1,025	7.75
	1978	26,999	12,024	704	5.85	665	5.53	1,369	11.39

Table 2.28

PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
AT SAN JOSE STATE UNIVERSITY
FALL 1976 TO FALL 1978

	Year	Total Enrollment	Total Respondents	Hispanics Male	Hispanics Female	Hispanics Total
Freshmen	1976	3,714	1,821			204
	1977	2,931	708			90
	1978	3,818	1,560			245
1977-78 Change		+30.26%	+122.61%			+172.22%
1976-78 Change		+2.80%	- 13.84%			+20.10%
Sophomores	1976	2,821	1,510			148
	1977	2,867	1,555			134
	1978	3,136	1,557			132
1977-78 Change		+9.38%	+ .13%			-1.49%
1976-78 Change		+11.17%	+ 3.11%			-10.81%
Juniors	1976	6,829	3,438			265
	1977	6,409	2,564			242
	1978	6,889	3,043			383
1977-78 Change		+ 7.49%	+18.68%			+58.26%
1976-78 Change		+ .88%	-11.49%			+44.53%
Seniors	1976	7,689	5,075			348
	1977	9.761	6,107			436
	1978	7,594	4,390			413
1977-78 Change		-22.20%	-28.12%			-5.28%
1976-78 Change		-1.24%	-13.50%			+18.68%
Undergrads	1976	21,053	11,844			965
	1977	21,968	10,934			902
	1978	21,437	10,559			1,173
1977-78 Change		-2.42%	-3.43%			+30.04%
1976-78 Change		+1.82%	-10.85%			+21.55%
Grads	1976	6,259	2,280	64	51	115
	1977	6,431	2,293	65	58	123
	1978	5,562	1,466	73	55	128
1977-78 Change		-13.51%	-36.07%	+12.31%	-5.17%	+4.07%
1976-78 Change		-11.14%	-35.70%	+14.06%	+7.84%	+11.30%
Total	1976	27,312	14,124	594	486	1,080
	1977	28,399	13,227	554	471	1,025
	1978	26,999	12,024	704	665	1,369
1977-78 Change		-4.93%	-9.10%	+27.08%	+41.19%	+33.56%
1976-78 Change		-1.15%	-14.87%	+18.52%	+36.83%	+26.76%

Table 2.29

HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
AT CALIFORNIA STATE UNIVERSITY, LOS ANGELES
FALL 1972, FALL 1974 TO FALL 1979

				Hispanics					
	Year	Total Enrollment	Total Respondents	Male	% Of Total RESPONDENTS	Female	% Of Total Respondents	Total	% Of Total Respondents
Freshmen	1972	1,885	1,566	252	16.09	230	14.69	482	30.78
	1974	2,502	1,728	275	15.91	269	15.57	544	31.48
	1975	2,878	2,039	318	15.60	297	14.57	615	30.16
	1976	3,157	3,043	400	13.14	453	14.89	853	28.03
	1977	3,126	2,649	299	11.29	416	15.70	715	26.99
	1978	3,032	2,371	281	11.85	406	17.12	687	28.98
	1979	3,007	2,176	312	14.34	421	19.35	733	33.69
Sophomores	1972	1,667	1,468	155	10.56	152	10.35	307	20.91
	1974	2,223	1,622	211	13.01	173	10.67	384	23.67
	1975	2,728	1,907	253	13.27	211	11.06	464	24.33
	1976	2,667	2,563	326	12.72	254	9.91	580	22.63
	1977	2,720	2,575	329	12.78	315	12.23	644	25.01
	1978	2,585	2,278	260	11.41	289	12.69	549	24.10
	1979	2,336	1,764	170	9.64	251	14.23	421	23.87
Juniors	1972	6,212	5,005	548	10.95	329	6.57	877	17.52
	1974	4,963	3,494	405	11.59	292	8.36	697	19.95
	1975	5,192	3,599	425	11.81	282	7.84	707	19.64
	1976	5,475	5,277	623	11.81	433	8.21	1,056	20.01
	1977	5,170	4,857	596	12.27	505	10.40	1,101	22.67
	1978	4,875	4,309	574	13.32	501	11.63	1,075	24.95
	1979	4,547	3,604	416	11.54	451	12.51	867	24.06
Seniors	1972	6,896	6,293	595	9.45	245	3.89	840	13.35
	1974	6,545	5,819	572	9.83	313	5.38	885	15.21
	1975	6,491	5,429	579	10.66	339	6.24	918	16.91
	1976	5,509	5,386	613	11.38	322	5.98	935	17.36
	1977	6,021	5,865	639	10.90	410	6.99	1,049	17.89
	1978	5,882	5,497	621	11.30	452	8.22	1,073	19.52
	1979	5,485	4,833	492	10.18	457	9.46	949	19.64
Undergrads	1972	16,660	14,332	1,550	10.81	956	6.67	2,505	17.48
	1974	16,235	12,663	1,463	11.55	1,047	8.27	2,510	19.82
	1975	17,289	12,974	1,575	12.14	1,129	8.70	2,704	20.84
	1976	16,808	16,269	1,962	12.06	1,462	8.99	3,424	21.05
	1977	17,037	15,946	1,863	11.68	1,646	10.32	3,509	22.01
	1978	16,374	14,455	1,636	11.32	1,648	11.40	3,284	22.72
	1979	15,375	12,377	1,390	11.23	1,580	12.77	2,970	23.40
Grads	1972	6,957	5,960	299	5.02	182	3.05	481	8.07
	1974	7,430	5,764	285	4.94	237	4.11	522	9.01
	1975	8,205	6,075	335	5.51	292	4.81	627	10.32
	1976	7,678	7,427	405	5.45	359	4.83	764	10.29
	1977	7,939	7,591	450	5.93	421	5.55	871	11.47
	1978	7,756	6,961	405	5.82	396	5.69	801	11.51
	1979	7,134	5,694	352	6.18	435	7.64	787	13.82
Total	1972	23,617	20,292	1,848	9.10	1,138	5.61	2,986	14.72
	1974	23,665	18,429	1,748	9.49	1,284	6.97	3,032	16.45
	1975	25,494	19,049	1,910	10.03	1,421	7.46	3,331	17.49
	1976	24,486	23,700	2,367	9.99	1,821	7.68	4,188	17.67
	1977	24,976	23,537	2,313	9.83	2,067	8.78	4,380	18.61
	1978	24,130	21,416	2,041	9.53	2,044	9.54	4,085	19.07
	1979	22,509	18,071	1,742	9.64	2,015	11.15	3,757	20.79

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Table 2.30

PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
AT CALIFORNIA STATE UNIVERSITY, LOS ANGELES
FALL 1977 TO FALL 1979

	Year	Total Enrollment	Total Respondents	Hispanics		
				Male	Female	Total
Freshmen	1977	3,126	2,649	299	416	715
	1978	3,032	2,371	281	406	687
	1979	3,007	2,176	312	421	733
1978-79 Change		- .82%	- 8.22%	+11.03%	+3.69%	+6.70%
1977-79 Change		-3.81%	-17.86%	+ 4.35%	+1.20%	+2.52%
Sophomores	1977	2,720	2,575	329	315	644
	1978	2,585	2,278	260	289	549
	1979	2,336	1,764	170	251	421
1978-79 Change		- 9.63%	-22.56%	-34.62%	-13.15%	-23.32%
1977-79 Change		-14.12%	-31.50%	-48.33%	-20.32%	-34.63%
Juniors	1977	5,170	4,857	596	505	1,101
	1978	4,875	4,309	574	501	1,075
	1979	4,547	3,604	416	451	867
1978-79 Change		- 6.73%	-16.36%	-27.53%	- 9.98%	-19.35%
1977-79 Change		-12.05%	-25.80%	-30.20%	-10.69%	-21.25%
Seniors	1977	6,021	5,865	639	410	1,049
	1978	5,882	5,497	621	452	1,073
	1979	5,485	4,833	492	457	949
1978-79 Change		- 6.75%	-12.08%	-20.77%	+ 1.11%	-11.56%
1977-78 Change		- 8.90%	-17.60%	-23.00%	+11.46%	- 9.53%
Undergrads	1977	17,037	15,946	1,863	1,646	3,509
	1978	16,374	14,455	1,636	1,648	3,284
	1979	15,375	12,377	1,390	1,580	2,970
1978-79 Change		- 6.10%	-14.38%	-15.04%	-4.13%	- 9.56%
1977-79 Change		- 9.76%	-22.38%	-25.39%	-4.01%	-15.36%
Grads	1977	7,939	7,591	450	421	871
	1978	7,756	6,961	405	396	801
	1979	7,134	5,694	352	435	787
1978-79 Change		- 8.02%	-18.20%	-13.09%	+9.85%	- 1.75%
1977-79 Change		-10.14%	-24.99%	-21.78%	+3.33%	- 9.64%
Total	1977	24,976	23,537	2,313	2,067	4,380
	1978	24,130	21,416	2,041	2,044	4,085
	1979	22,509	18,071	1,742	2,015	3,757
1978-79 Change		- 6.72%	-15.62%	-14.65%	-1.42%	- 8.03%
1977-79 Change		- 9.88%	-23.22%	-24.67%	-2.52%	-14.22%

Texas Institutions

El Paso Community College - Hispanics at El Paso Community College have consistently represented more than 60 percent of the total enrollment, as Table 2.31 shows. The enrollment of Hispanics increased almost 42 percent from 5,318 in 1976 to 7,550 in 1978, as indicated in Table 2.32. This pattern was consistent with the pattern in all the community colleges in Texas, but the increase here was much more signiticant. The number of female Hispanics from 2,175 in 1976 to 3,614 in 1978 represented a 66.16 percent increase compared to a 22.43 percent increase for female Hispanics in community colleges statewide. (Refer to Table 2.16) While statewide data show a net decrease of Hispanic males from 1976 to 1978, the enrollment of Hispanic males at El Paso Community College increased more than 25 percent, from 3,143 to 3,936.

Austin Community College - The enrollment of Hispanics has increased dramatically from 538 in 1976 to 1,088 in 1978, as presented in Table 2.33. The number of Hispanic females more than doubled in the same period, from 210 to 457. As indicated in Table 2.34, the Hispanic enrollment increased more than 100 percent from 1976 to 1978, with female Hispanic enrollment increasing more than 117 percent.

University of Texas at El Paso - The number of Hispanics enrolled has increased from 3,739 in 1976 to 5,926 in 1978, with this same trend applying to both the undergraduate and the graduate levels and both Hispanic males and females, as Table 2.35 indicates. The 58.49 percent increase of Hispanic enrollment from 1976 to 1978, shown in Table 2.36, was more than three times the percent of enrollment increase of Hispanics in all Texas public senior colleges and universities. (Refer to Table 2.17). Hispanic enrollment showed increases from 1976 to 1978 at every level, with the 77.45 percent increase of Hispanic female undergraduates being most dramatic, from 1,388 in 1976 to 2,463 in 1978.

University of Texas at Austin - The total enrollment of Hispanics has increased gradually from 2,366 in 1975 to 3,241 in 1979. This same trend is true for total Hispanic enrollment at the undergraduate and graduate levels, with the exception of the doctoral level, where there was a loss of one from 1978 to 1979. See Table 2.37.

Table 2.31

HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
AT EL PASO COMMUNITY COLLEGE (DISTRICT)
FALL 1976 TO FALL 1978

			Hispanics					
	Year	Total Enrollment[a]	Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Freshmen	1976	4,523	1,442	31.88	1,448	32.01	2,890	63.90
	1977	6,119	1,783	29.14	1,984	32.42	3,767	61.56
	1978	9,317	2,837	30.45	3,069	32.94	5,906	63.39
Sophomores	1976	248	84	33.87	65	26.21	149	60.08
	1977	1,862	811	43.56	337	18.10	1,148	61.65
	1978	1,856	754	40.63	458	24.68	1,212	65.30
Unclassified	1976	3,587	1,617	45.08	662	18.46	2,279	63.53
	1977	663	301	45.40	67	10.11	368	55.51
	1978	715	345	48.25	87	12.17	432	60.42
Total	1976	8,358	3,143	37.60	2,175	26.02	5,318	63.63
	1977	8,644	2,895	33.49	2,388	27.63	5,283	61.12
	1978	11,888	3,936	33.11	3,614	30.40	7,550	63.51

[a] Figures for Total Enrollment and for Total Respondents are the same, except in the Fall of 1976 when 6 freshman did not report their ethnicity.

Table 2.32

PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
AT EL PASO COMMUNITY COLLEGE (DISTRICT)
FALL 1976 TO FALL 1978

			Hispanics		
	Year	Total Enrollment[a]	Male	Female	Total
Freshmen	1976	4,523	1,442	1,448	2,890
	1977	6,119	1,783	1,984	3,767
	1978	9,317	2,837	3,069	5,906
1977-78	Change	+52.26%	+59.11%	+54.69%	+56.78%
1976-78	Change	+105.99%	+96.74%	+111.95%	+104.36%
Sophomores	1976	248	84	65	149
	1977	1,862	811	337	1,148
	1978	1,856	754	458	1,212
1977-78	Change	-.32%	-7.03%	+35.91%	+5.57%
1976-78	Change	+648.39%	+797.62%	+604.62%	+713.42%
Unclassified	1976	3,587	1,617	662	2,279
	1977	663	301	67	368
	1978	715	345	87	432
1977-78	Change	+7.84%	+14.62%	+29.85%	+17.39%
1976-78	Change	-80.07%	-78.66%	-86.86%	-81.04%
Total	1976	8,358	3,143	2,175	5,318
	1977	8,644	2,895	2,388	5,283
	1978	11,888	3,936	3,614	7,550
1977-78	Change	+37.53%	+35.96%	+51.34%	+42.91%
1976-78	Change	+42.23%	+25.23%	+66.16%	+41.97%

[a] Figures for Total Enrollment and for Total Respondents are the same, except in the Fall of 1976 when 6 freshman did not report their ethnicity.

Table 2.33

HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
AT AUSTIN COMMUNITY COLLEGE
FALL 1976 TO FALL 1978

			Hispanics					
	Year	Total Enrollment[a]	Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Freshmen	1976	5,553	311	5.60	208	3.75	519	9.35
	1977	6,592	439	6.66	449	6.81	888	13.47
	1978	7,873	478	6.07	412	5.23	890	11.30
Sophomores	1976	824	16	1.94	2	.24	18	2.18
	1977	945	133	14.07	25	2.65	158	16.72
	1978	957	101	10.55	41	4.28	142	14.84
Unclassified	1976	118	1	.85	0	0.0	1	.85
	1977	233	33	14.16	3	1.29	36	15.45
	1978	310	52	16.77	4	1.29	56	18.06
Total	1976	6,495	328	5.05	210	3.23	538	8.28
	1977	7,770	605	7.80	477	6.15	1,082	13.95
	1978	9,140	631	6.91	457	5.00	1,088	11.90

[a] Figures for Total Enrollment and Total Respondents are the same, except in the Fall of 1977 when 12 freshmen did not report their ethnicity and the Fall of 1977 when 4 freshmen did not.

Table 2.34

PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
AT AUSTIN COMMUNITY COLLEGE
FALL 1976 TO FALL 1978

	Year	Total Enrollment[a]	Hispanics		
			Male	Female	Total
Freshmen	1976	5,553	311	208	519
	1977	6,592	439	449	888
	1978	7,873	478	412	890
1977-78 Change		+19.43%	+8.88%	-8.24%	+.23%
1976-78 Change		+41.78%	+53.70%	+98.08%	+71.48%
Sophomores	1976	824	16	2	18
	1977	945	133	25	158
	1978	957	101	41	142
1977-78 Change		+1.27%	-24.06%	+64.00%	-10.13%
1976-78 Change		+16.14%	+531.25%	+1,950.00%	+688.88%
Unclassified	1976	118	1	0	0
	1977	233	33	3	36
	1978	310	52	4	56
1977-78 Change		+33.05%	+57.58%	+33.33%	+55.56%
1976-78 Change		+162.71%	+5,100.00%	-	+5,500.00%
Total	1976	6,495	328	210	538
	1977	7,770	605	477	1,082
	1978	9,140	631	457	1,088
1977-78 Change		+17.63%	+4.30%	-4.19%	+ .55%
1976-78 Change		+40.72%	+92.38%	+117.62%	+102.23%

[a] Figures for Total Enrollment and Total Respondents are the same, except for the Fall, 1976 when 12 Freshmen did not report their ethnicity and the Fall of 1977 when 4 Freshmen did not.

The 13.18 percent increase in Hispanic enrollment, as shown in Table 2.38, was 3 percent less than the increase in Hispanic enrollment in all the Texas public senior colleges and universities and this general trend was true for all levels. For example, while the statewide percent of Hispanic increase at the undergraduate level was 17.54 percent from 1976 to 1978 (Refer to Table 2.18), Hispanic enrollment at the University of Texas at Austin increased only 13.44 percent.

Table 2.35

HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
AT UNIVERSITY OF TEXAS AT EL PASO
FALL 1976 TO FALL 1978

	Year	Total Enrollment	Total Respondents[a]	Hispanics					
				Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Freshmen	1976	5,803	-	447	7.70	365	6.29	812	13.99
	1977	6,616	4,459	727	16.30	586	13.14	1,313	29.45
	1978	6,335	-	1,239	19.56	1,154	18.22	2,393	37.77
Sophomores	1976	2,636	-	524	19.88	427	16.20	951	36.08
	1977	2,905	2,714	562	20.71	491	18.09	1,053	38.80
	1978	2,982	-	604	20.25	458	15.36	1,062	35.61
Juniors	1976	2,187	-	398	18.20	302	13.81	700	32.01
	1977	2,019	1,876	426	22.71	340	18.12	766	40.83
	1978	2,122	-	501	23.61	408	19.23	909	42.84
Seniors	1976	2,322	-	583	25.11	294	12.66	877	37.77
	1977	2,411	2,387	598	25.05	365	15.29	963	40.34
	1978	2,435	-	593	24.35	443	18.19	1,036	42.55
Undergrads	1976	12,948	-	1,952	15.08	1,388	10.72	3,340	25.80
	1977	13,951	11,436	2,313	20.23	1,782	15.58	4,095	35.81
	1978	13,874	-	2,937	21.17	2,463	17.75	5,400	38.92
Grads (Masters only)	1976	1,846	-	236	12.78	163	8.83	399	21.61
	1977	1,884	1,707	263	15.41	171	10.02	434	25.42
	1978	1,874	-	264	14.09	262	13.98	526	28.07
Total	1976	14,794	-	2,188	14.79	1,551	10.48	3,739	25.27
	1977	15,835	13,143	2,576	19.60	1,953	14.86	4,529	34.46
	1978	15,748	-	3,201	20.33	2,634	16.73	5,92[illegible]	37.[illegible]

[a] Except where noted, Total Respondents are the same as Total Enrollment.

Table 2.36

PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
AT UNIVERSITY OF TEXAS AT EL PASO
FALL 1976 TO FALL 1978

				Hispanics		
	Year	Total Enrollment	Total Respondents[a]	Male	Female	Total
Freshmen	1976	5,803	-	447	365	812
	1977	6,616	4,459	727	586	1,313
	1978	6,335	-	1,239	1,154	2,393
1977-78	Change	-4.25%	+42.07%	+70.43%	+96.93%	+82.25%
1976-78	Change	+9.17%	-	+177.18%	+216.16%	+194.70%
Sophomores	1976	2,636	-	524	427	951
	1977	2,905	2,714	562	491	1,053
	1978	2,982	-	604	458	1,062
1977-78	Change	+2.65%	+9.87%	+7.47%	- 7.21%	+ .85%
1976-78	Change	+13.13%	-	+15.27%	+ 7.26%	+11.67%
Juniors	1976	2,187	-	398	302	700
	1977	2,019	1,876	426	340	766
	1978	2,122	-	501	408	909
1977-78	Change	+5.10%	+13.11%	+17.61%	+20.00%	+18.67%
1976-78	Change	-2.97%	-	+25.88%	+35.10%	+29.86%
Seniors	1976	2,322	-	583	294	877
	1977	2,411	2,387	598	365	963
	1978	2,435	-	593	443	1,036
1977-78	Change	+1.00%	+2.01%	-.84%	+21.37%	+ 7.58%
1976-78	Change	+4.87%	-	+1.72%	+50.68%	+18.13%
Undergrads	1976	12,948	-	1,952	1,388	3,340
	1977	13,951	11,436	2,313	1,782	4,095
	1978	13,874	-	2,937	2,463	5,400
1977-78	Change	-.55%	+21.32%	+26.98%	+38.22%	+31.87%
1976-78	Change	+7.15%	-	+50.46%	+77.45%	+61.68%
Grads (Masters only)	1976	1,846	-	236	163	399
	1977	1,884	1,707	263	171	434
	1978	1,874	-	264	262	526
1977-78	Change	-.53%	+9.78%	+.38%	+53.22%	+21.20%
1976-78	Change	+1.52%	-	+11.86%	+60.74%	+31.83%
Total	1976	14,794	-	2,188	1,551	3,739
	1977	15,835	13,143	2,576	1,953	4,529
	1978	15,748	-	3,201	2,634	5,926
1977-78	Change	-.55%	+19.82%	+24.26%	+25.85%	+30.85%
1976-78	Change	+6.45%	-	+46.30%	+69.83%	+58.49%

[a] Except where noted, Total Respondents are the same as Total Enrollment.

Table 2.37

HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
AT UNIVERSITY OF TEXAS AT AUSTIN
FALL 1975 TO FALL 1979

			Hispanics					
	Year	Total Enrollment[a]	Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Freshmen	1975	8,746					468	5.35
	1976	7,548	304	4.03	198	2.62	502	6.65
	1977	7,689	277	3.60	226	2.94	503	6.54
	1978	8,329	333	3.40	260	3.12	593	7.12
	1979	8,868					624	7.04
Sophomores	1975	7,404					424	5.73
	1976	7,199	297	4.18	218	3.07	515	7.24
	1977	6,806	281	4.13	190	2.79	471	6.92
	1978	7,306	272	3.72	230	3.15	502	6.87
	1979	7,444					555	7.46
Juniors	1975	7,575					455	6.01
	1976	7,526	300	3.99	214	2.85	514	6.84
	1977	7,398	321	4.34	267	3.61	588	7.95
	1978	7,277	346	4.75	253	3.48	599	8.23
	1979	7,589					637	8.39
Seniors	1975	9,996					676	6.76
	1976	10,222	432	4.23	314	3.08	746	7.31
	1977	10,642	459	4.31	336	3.16	795	7.47
	1978	10,787	511	4.74	378	3.50	889	8.24
	1979	10,716					914	8.53
Undergrads	1975	33,721					2,023	5.60
	1976	32,415	1,333	4.12	944	2.92	2,277	7.04
	1977	32,535	1,338	4.11	1,019	3.13	2,357	7.24
	1978	33,699	1,462	4.34	1,121	3.33	2,583	7.66
	1979	34,617					2,730	7.89
Masters	1975	4,533					144	3.18
	1976	4,683	101	2.16	80	1.71	181	3.87
	1977	4,793	116	2.42	86	1.79	202	4.21
	1978	4,983	130	5.30	82	5.26	212	4.25
	1979	5,017					206	4.11
Doctoral	1975	2,653					111	4.18
	1976	2,689	82	3.06	53	1.98	135	5.04
	1977	2,781	82	2.95	65	2.34	147	5.29
	1978	2,845	81	2.85	66	2.32	147	5.17
	1979	2,942					146	4.96
Professional/ Special	1975	1,691					88	5.20
	1976	1,600	97	6.07	33	2.06	130	8.13
	1977	1,551	99	6.38	37	2.39	136	8.77
	1978	1,568	95	6.06	45	2.87	140	8.93
	1979	1,526					159	10.42
Grads	1975	8,877					343	3.86
	1976	8,972	280	3.13	166	1.86	446	4.98
	1977	9,125	297	3.25	188	2.06	485	5.32
	1978	9,396	306	3.26	193	2.05	499	5.31
	1979	9,485					511	5.39
Total	1975	42,598					2,366	5.55
	1976	41,387	1,613	3.91	1,110	2.69	2,723	6.59
	1977	41,660	1,635	3.92	1,207	2.90	2,842	6.82
	1978	43,095	1,768	4.10	1,314	3.05	3,082	7.15
	1979	44,102					3,241	7.35

[a] Figures for Total Enrollment and Total Respondents are the same, except for Fall, 1976 when 56 undergraduates and 25 graduates did not report their ethnicity.

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Table 2.38

PERCENT OF CHANGE IN HISPANIC HEADCOUNT ENROLLMENT BY SEX AND LEVEL
AT UNIVERSITY OF TEXAS AT AUSTIN
FALL 1976 TO FALL 1978

	Year	Total Enrollment[a]	Hispanics		
			Male	Female	Total
Freshman	1976	7,548	304	198	502
	1977	7,689	277	226	503
	1978	8,329	333	260	593
	1977-78 Change	+8.32%	+20.22%	+15.04%	+17.89%
	1976-78 Change	+10.35%	+9.54%	+31.31%	+18.13%
Sophomores	1976	7,119	297	218	515
	1977	6,806	281	190	471
	1978	7,306	272	230	502
	1977-78 Change	+7.35%	-3.20%	+21.05%	+6.58%
	1976-78 Change	+2.63%	-8.42%	+5.50%	-2.52%
Juniors	1976	7,526	300	214	514
	1977	7,398	321	267	588
	1978	7,277	346	253	599
	1977-78 Change	-1.64%	+7.79%	-5.24%	+1.87%
	1976-78 Change	-3.31%	+15.33%	+18.22%	+16.54%
Seniors	1976	10,222	432	314	746
	1977	10,642	459	336	795
	1978	10,787	511	378	889
	1977-78 Change	+1.36%	+11.33%	+12.50%	+11.82%
	1976-78 Change	+5.53%	+18.29%	+20.38%	+19.17%
Undergrads	1976	32,415	1,333	944	2,277
	1977	32,535	1,338	1,019	2,357
	1978	33,699	1,462	1,121	2,583
	1977-78 Change	+3.58%	+5.27%	+10.01%	+9.59%
	1976-78 Change	+3.96%	+9.68%	+18.75%	+13.44%
Masters	1976	4,683	101	80	181
	1977	4,793	116	86	202
	1978	4,983	130	82	212
	1977-78 Change	+3.96%	+12.07%	-4.65%	+4.95%
	1976-78 Change	+6.41%	+28.71%	+2.50%	+17.13%
Doctoral	1976	2,689	82	53	135
	1977	2,781	82	65	147
	1978	2,845	81	66	147
	1977-78 Change	+2.30%	-1.22%	+1.54%	0.0%
	1976-78 Change	+5.80%	-1.22%	+24.53%	+8.89
Professional/ Special	1976	1,600	97	33	130
	1977	1,551	99	37	136
	1978	1,568	95	45	140
	1977-78 Change	+1.10%	-4.04%	+21.62%	+2.94%
	1976-78 Change	-2.00%	-2.06%	+36.36%	+7.69%
Grads	1976	8,972	280	166	446
	1977	9,125	297	188	485
	1978	9,396	306	193	499
	1977-78 Change	+2.97%	+3.03%	+2.66%	+2.89%
	1976-78 Change	+4.73%	+9.29%	+16.27%	+11.88%
Total	1976	41,387	1,613	1,110	2,723
	1977	41,660	1,635	1,207	2,842
	1978	43,095	1,768	1,314	3,082
	1977-78 Change	+3.44%	+8.13%	+8.86%	+8.44%
	1976-78 Change	+4.13%	+9.61%	+18.38%	+13.18%

[a] Figures for Total Enrollment and Total Respondents are the same, except for the Fall, 1976 when 56 undergraduates and 25 graduates did not report their ethnicity.

CHAPTER THREE: ATTRITION

This section provides data about attrition and retention of Hispanics in institutions of higher education at the national, state, and institutional level. Attrition is defined as the loss of enrollment of students from year to year. However, in this study attrition has been applied in two different ways, depending upon the nature of the data available.

Data available at the national level and at the state level in California are student-specific data. A group of student is identified and tracked from year to year. The percentage of students of the original group who dropout of institutions of higher education is the attrition rate for that group. For the national data, transfers to other institutions are not considered to be dropouts; for the California State data, transfers to other institutions within the state colleges and university system are not defined as dropouts, but transfers to out of state institutions may be considered dropouts due to the limitations of the follow-up data.

The nature of the data available at the state level in Texas and for all of the institutions included in this study requires a different use of the term attrition. Student-specific data were not available for Texas state data and institutional data, so attrition was defined as the change in the number of students from one level to the next in subsequent years. Thus the percentage difference in the number of students enrolled as freshmen in 1975 and the number enrolled as sophomores in 1976 is the attrition rate for that year. Attrition is, by definition, a loss of students; this is the only interpretation for student-specific attrition data since it is impossible to gain more students than the original number in a specified group. However, the aggregrate data available and used for this attrition definition allows a net gain in number of students from one year to another.

This does not imply that students cloned themselves and produced more student enrollments than the previous year or that no attrition took place. Net gain in this study implies that the gain of students from one year and level to the next from a variety of sources--i.e., community college transfers, transfers from other institutions, drop-ins, and students who did not progress to the next level but remained enrolled in the same level--was greater than the number of students from the preceding level and year who dropped out.

The national data and the California state data reported in this section are student-specific attrition data. The Texas state data and all institutional data reported here are aggregate changes in enrollments from one year and level to the next year and level, and these changes can be both positive and negative. The concept of net gain, although inelegant, provides useful information in its carefully defined context.

National Data

The best data which describe attrition and retention rates of Hispanics are available in the latest publication of the National Center for Education Statistics, The Condition of Education for Hispanic Americans. The information presented therein in fact comes from two prior surveys done by the Center, the National Longitudinal Study of the High School Class of 1972 and the Survey of Income and Education, both of which are sample surveys and therefore subject to sample errors.

College Entrants: 1972. - The extent to which attrition took its toll on Hispanic college enrollees is indicated in Tables 3.1, 3.2 and 3.3. The attrition rates for Hispanics began to exceed those of whites in the first year of college.

It is interesting to note that a higher percentage of Hispanics attended four-year colleges than two-year colleges in October 1972. Additionally, the data indicate that in October 1973, one year later, Hispanics who attended four-year colleges had decreased by 4.2 percent in comparison to those who attended two-year colleges, whose attrition rate was 6.5 percent. Data for white, non-Hispanics appear to parallel that for Hispanics. In the four-year colleges, by 1973, white attrition was 4.9 percent, while in the two-year colleges, it was 8.2 percent. The figures appear to indicate that Hispanics persisted slightly better in the first year than whites.

Table 3.2 illustrates graphically that the retention rates in two-year colleges were much lower, for both Hispanics and whites, than in four-year colleges.

By 1974, both higher attrition rates and lower rates of transferring from two-year colleges to four-year colleges were evident for Hispanics. According to the longitudinal report, Hispanics left college more often for financial reasons or grades while whites left because they found school to be irrelevant.

Table 3.1

CONTINUANCE IN POSTSECONDARY SCHOOLS BY HISPANICS AND WHITES IN THE HIGH SCHOOL CLASS OF 1972: OCTOBER 1973

Type of Institution Attended	Hispanic	White, non-Hispanic
Attended 4-year college in October 1972	78.5	85.9
In October 1973 Continued 4-year college . . .	74.2	81.4
In October 1973 Switched to 2-year college . .	3.5	3.1
In Ocotber 1973 Switched to Votech school . . .	0.8	1.5
Attended 2-year college in October 1972	68.7	71.4
In October 1973 Continued 2-year college . . .	62.2	63.2
In October 1973 Switched to 4-year college . .	5.0	6.3
In October 1973 Switched to Votech school . . .	1.4	1.9

Source: National Center for Education Statistics. The Condition of Education for Hispanic Americans. Washington, D. C.: U. S. Government Printing Office, 1980.

Table 3.3

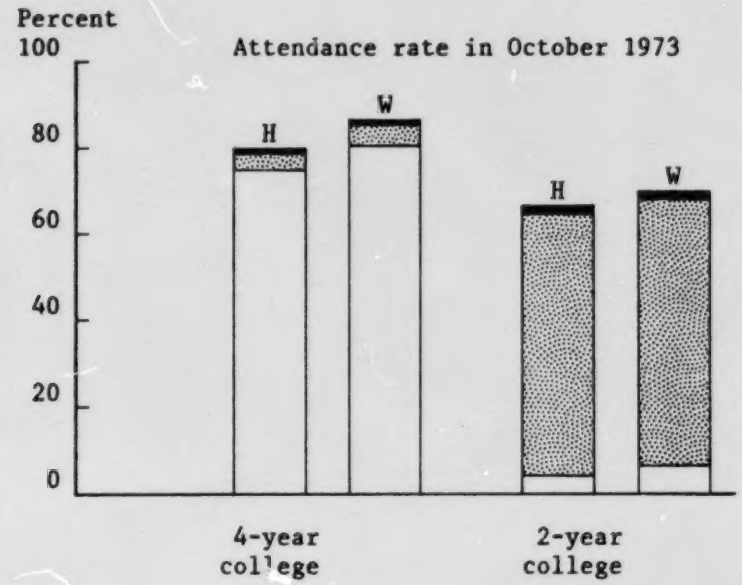
REASONS GIVEN BY HISPANICS AND WHITES IN THE HIGH SCHOOL CLASS OF 1972 FOR WITHDRAWING BY OCTOBER 1973 FROM THE POSTSECONDARY SCHOOL ATTENDED IN OCTOBER 1972

Reasons	Percent answering "applies to me": Hispanic	White, non-Hispanic
Had financial difficulties	32	23
Wanted to get practical experience . .	26	27
Failed or not doing as well as wanted .	26	21
Offered a good job	18	19
Marriage or marriage plans	16	15
School work not relevant to real world .	7	19
Family emergency	7	3
Other (illness, etc.)	2	6

Source: National Center for Education Statistics. The Condition of Education for Hispanic Americans. Washington, D. C.: U. S. Government Printing Office, 1980.

Table 3.2

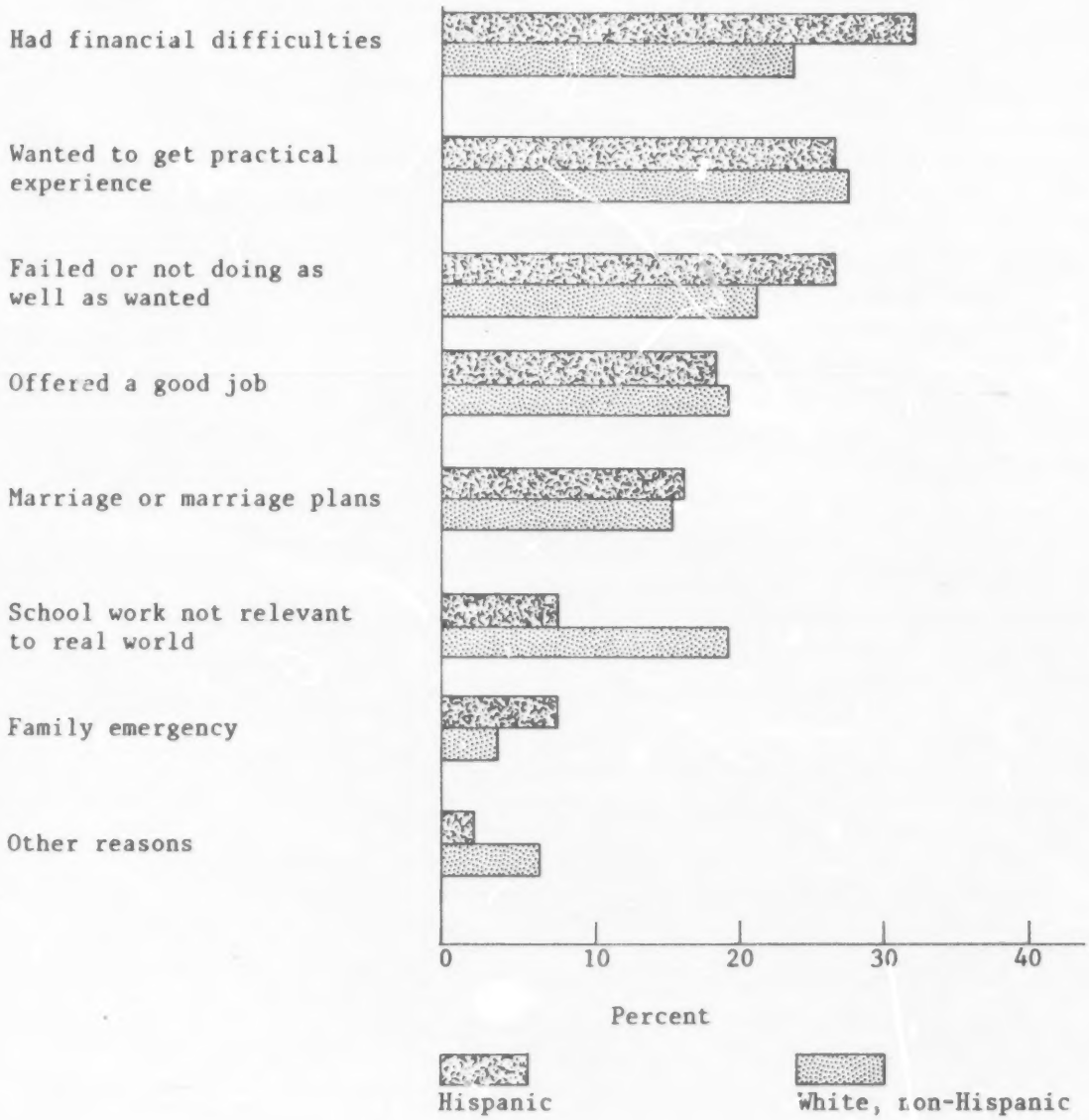
CONTINUANCE IN POSTSECONDARY SCHOOLS BY HISPANICS AND WHITES IN THE HIGH SCHOOL CLASS OF 1972: OCTOBER 1973



Source: National Center for Education Statistics. The Condition of Education for Hispanic Americans. Washington, D. C.: U. S. Government Printing Office, 1980.

Table 3.4

REASONS GIVEN BY HISPANICS AND WHITES FOR WITHDRAWING BY OCTOBER 1973 FROM THE POSTSECONDARY SCHOOL ATTENDED IN OCTOBER 1972



Source: National Center for Education Statistics. The Condition of Education for Hispanic Americans. Washington, D. C.: U. S. Government Printing Office, 1980.

Table 3.4 displays the reasons cited by both Hispanics and non-Hispanic whites for withdrawal from postsecondary educational programs after one year of attendance.

Two Years Later: 1974. - Tables 3.5 and 3.6 illustrate the status of those students of the high school class of 1972 who entered two-year colleges in the Fall of 1972. The data indicate quite clearly that Hispanics had higher average attrition rates than non-Hispanic whites; 46 percent of the Hispanic men and women included in the study had dropped out by 1974, while only 26 percent non-Hispanic whites had dropped out of the system. Similarly, the data indicate that non-Hispanic whites were also more likely to have completed their educational programs or transferred to a four-year institution than the Hispanics. Women in both groups were more likely to have completed their programs in two years, and men were significantly more likely to transfer to four-year institutions than women. These tendencies are also clearly displayed in graphic fashion in Table 3.6. Also of interest is the fact that Hispanic men appear much more likely to state academic reasons for dropping out of school than any other group.

Four Years Later: 1976. - By 1976, four years after initial enrollment in academic college programs, Hispanics showed much higher attrition than their white counterparts. This finding is evident in Table 3.7; Hispanic attrition averaged around 56 percent, while non-Hispanics averaged 34 percent. As well, both male and female non-Hispanic whites were more than two and a half times more likely to earn a bachelor's degree in four years than their male and female Hispanic counterparts. Only 14 percent of the Hispanic men and 18 percent of the Hispanic women earned bachelor's degrees in four years, while 36 percent and 46 percent of the non-Hispanic whites respectively did so.

About the same percentage of Hispanic men and women and white males remained enrolled in degree programs, about 30 percent, but fewer white females were still enrolled principally because they had graduated at a faster rate than any of the other groups.

Table 3.8 displays these trends of lower Hispanic graduation rates and higher non-completion rates, and the report of the National Center for Education Statistics interprets the lower graduation rate for Hispanics to be less the result of the length of time that Hispanics take to earn degrees than of their high attrition rates.

Table 3.5

EDUCATIONAL STATUS AS OF OCTOBER 1974 OF HISPANICS AND WHITES IN THE HIGH SCHOOL CLASS OF 1972 WHO ENTERED TWO-YEAR COLLEGES IN FALL 1972, BY SEX

Educational Status	Hispanic		White, non-Hispanic	
	Men	Women	Men	Women
	(Percent distribution)			
Total	100	100	100	100
Completed program	5	9	11	18
Still enrolled in a 2-year institution	38	40	24	20
Transferred to a 4-year college	11	7	27	25
Dropped-out of school	47	45	39	37
Academic reasons	13	6	6	5
Non-academic reasons	34	38	32	33
Number of respondents	102	83	1,244	1,135

Source: National Center for Education Statistics. The Condition of Education for Hispanic Americans. Washington, D. C.: U. S. Government Printing Office, 1980.

Table 3.7

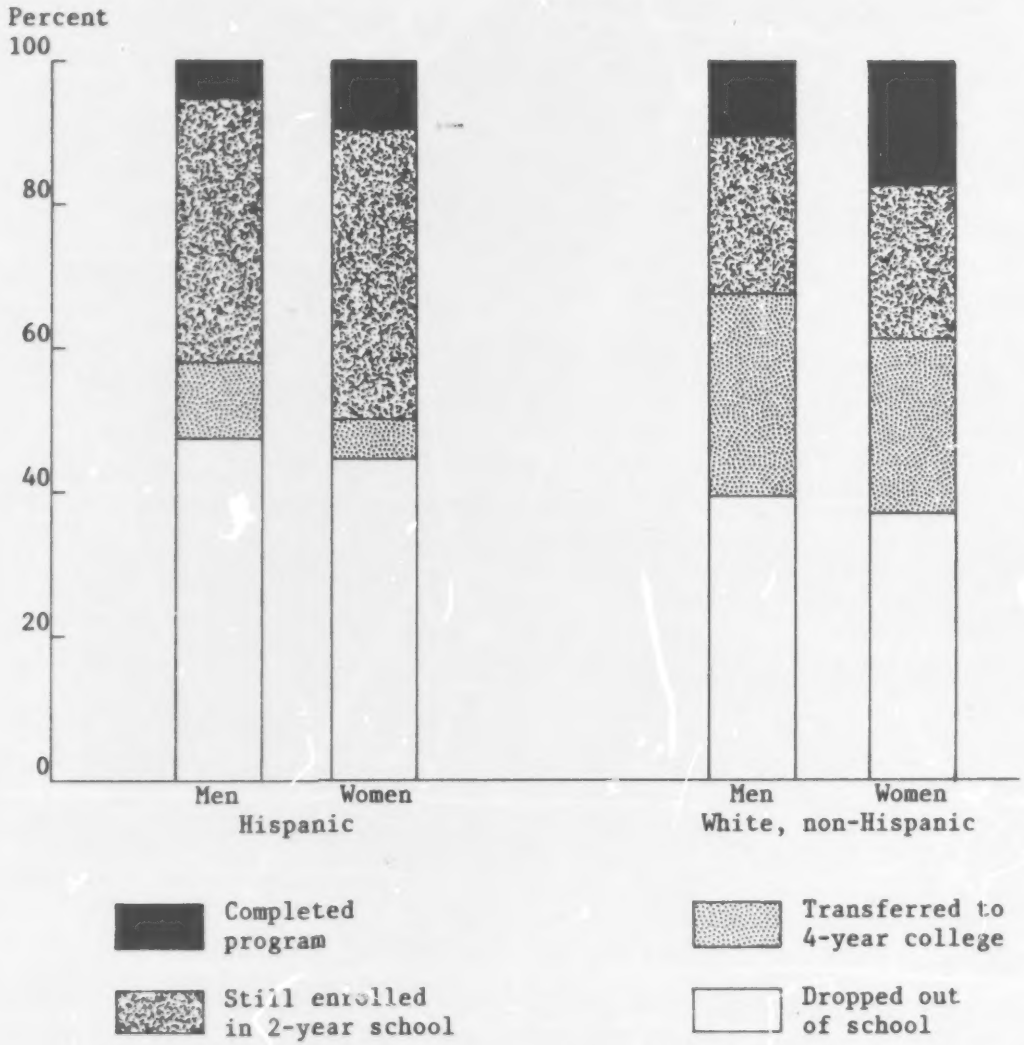
EDUCATIONAL STATUS AS OF OCTOBER 1976 OF HISPANICS AND WHITES IN THE HIGH SCHOOL CLASS OF 1972 WHO ENROLLED IN ACADEMIC PROGRAMS IN FALL 1972, BY SEX

Educational Status	Hispanic		White, non-Hispanic	
	Men	Women	Men	Women
	(Percent distribution)			
Total	100	100	100	100
Bachelor's degree	14	18	36	46
No degree, but still enrolled	29	28	30	20
Dropouts	57	54	34	34
Number of respondents	137	113	3,352	2,892

Source: National Center for Education Statistics. The Condition of Education for Hispanic Americans. Washington, D. C.: U. S. Government Printing Office, 1980.

Table 3.6

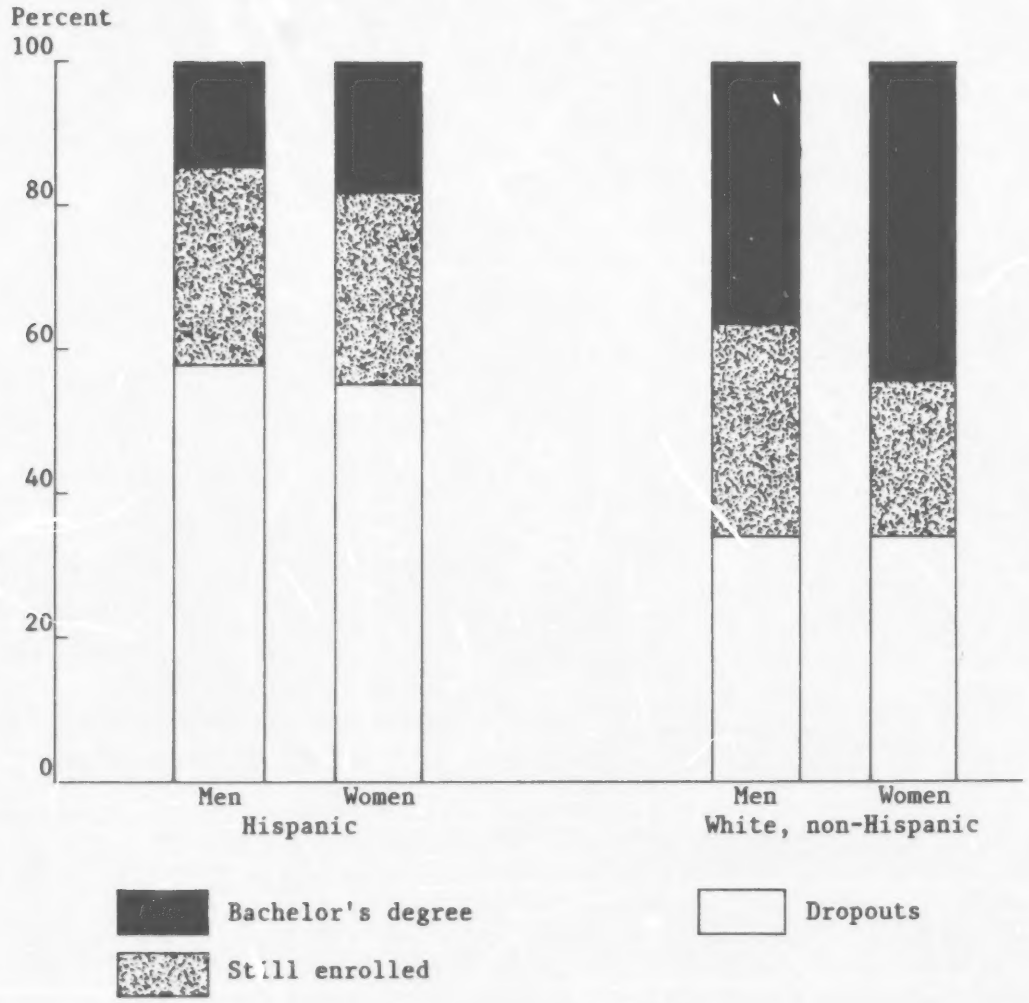
EDUCATIONAL STATUS AS OF OCTOBER 1974 OF THOSE HISPANICS AND WHITES IN THE HIGH SCHOOL CLASS OF 1972 WHO ENTERED 2-YEAR COLLEGES IN FALL 1972



Source: National Center for Education Statistics. The Condition of Education for Hispanic Americans. Washington, D. C.: U. S. Government Printing Office, 1980.

Table 3.8

EDUCATIONAL STATUS OF HISPANICS AND WHITES FOUR YEARS AFTER ENTERING COLLEGE



Source: National Center for Education Statistics. The Condition of Education for Hispanic Americans. Washington, D. C.: U. S. Government Printing Office, 1980.

The National Longitudinal Study of the high school class of 1972 conducted by the National Center for Education Statistics, then, establishes a few significant trends for the retention and attrition of Hispanics. At both the two-year college and four-year institution level, Hispanics have significantly higher attrition rates and lower overall completion rates than non-Hispanic whites. As well, women of both groups showed slightly lower attrition rates than their male counterparts, and significantly higher completion rates than both their Hispanic and non-Hispanic counterparts after both two and four years.

State Data

Data aggregated at the state level on attrition and retention of Hispanics is presented and discussed in this subsection for the two states included in the study: California and Texas.

California Data

Statewide data on attrition in California cannot be synthesized from the enrollment data provided by the California Postsecondary Education Commission in Information Digest 1979: Postsecondary Education in California because such enrollment data are not available by student level, that is, freshman, sophomore, junior and senior, and by ethnic category. Enrollment data broken down by ethnic category is broken down into undergraduate and graduate levels, and the gross category, undergraduate, does not allow comparison of numbers from one year and level to the next. However, the Office of the Chancellor of the California State University and Colleges system has provided trend information on attrition and completion of ethnic groups within its system. The report, Those Who Stay--Phase II: Student Continuance in the California State University and Colleges, details the continuance and graduation rates of both "native" students and community college transfers to the system from 1973 to 1978. However, only graduation/completion rates, which are essentially equivalent to cumulative retention rates, are broken down by ethnic category. (Office of the Chancellor, 1979).

The trends are clear. Mexican-Americans and other Hispanic native and community college transfer students have significantly higher attrition, and therefore lower retention rates, than the averages of the total enrollment.

Native, that is, first-time entering freshmen in a four-year institution, Hispanics have a combined completion rate of approximately 15.9 percent, while the total enrollment averages 29.6 percent. Hispanic transfers from the community college have a combined attrition rate of 27.9 percent, while the total enrollment averages 34.1 percent. Data to support these findings are contained in Tables 3.9 and 3.10.

The tables also reveal that of all the ethnic groups detailed, only non-Hispanic blacks have lower completion rates than Hispanics. Also, for all ethnic groups and for both native and transfer students, women have significantly higher completion rates than their male counterparts. For Hispanics, this trend also holds true; Hispanic women average six to eight percent higher completion rates than their fellow Hispanic males.

Texas Data

Statewide data on attrition in Texas can be synthesized from enrollment data provided by the Coordinating Board of the Texas College and University system. The data available to this study is limited in that it provides year-to-year enrollment comparisons by level for three years, from 1976 to 1978; yet the data are sufficient to indicate trends.

However, unlike the attrition data already cited at the national level and the state level in California, the data available to detect trends at the state level in Texas and at the institutional level in California and Texas is not student-specific, but only compares the number of students enrolled at one level in one year with the number of students enrolled in the next level in the next year. For example, the difference in the number of freshmen enrolled in 1976 in public senior institutions in Texas and in the number of sophomores enrolled in 1977 in the same institutions indicates the first year attrition of that class of students. Therefore, it is possible to have a net gain of students and this is the case particularly at senior institutions at the junior and senior levels which are fattened with community college transfers. While the student-specific approach is clearly the best way to determine attrition rates, the analysis used in this study also provides useful attrition information from the limited available data.

The data available in Table 3.11 provide a glimpse of the attrition rates in the Texas public commmunity/junior colleges. In 1976, 22,666 Hispanics

Table 3.9

FIVE-YEAR GRADUATION RATES* OF FALL 1973 CSUC
FIRST-TIME FRESHMEN BY ETHNIC GROUP

Ethnic Group	Enrolled Fall 1973	Graduation Rates		
		Male	Female	Total
American Indian	155	.160	.229	.192
Asian	971	.274	.387	.336
Black, Non-Hispanic	1,096	.102	.162	.138
Mexican American	1,102	.124	.184	.154
Other Hispanic	141	.170	.230	.197
Pacific Islanders	128	.225	.302	.264
White, Non-Hispanic	11,236	.310	.369	.342
Other Groups	323	.279	.277	.278
No Response	6,914	.249	.280	.265
Totals, All Ethnic Groups	22,066	.266	.320	.296

*Graduation within the system.

Note: Filipino students not separately identified in 1973.

Source: Office of the Chancellor, The California State University and Colleges. Those Who Stay--Phase II. Student Continuance in The California State University and Colleges, Technical Memorandum Number Eight, May 1979.

Table 3.10

THREE-YEAR GRADUATION RATES* OF FALL 1975 CSUC
UNDERGRADUATE TRANSFERS FROM CALIFORNIA COMMUNITY COLLEGES
BY ETHNIC GROUP

Ethinc Group	Enrolled Fall 1975	Graduation Rates		
		Male	Female	Total
American Indian	618	.323	.347	.330
Asian	971	.345	.424	.381
Black, Non-Hispanic	1,363	.197	.229	.209
Filipino	57	.267	.407	.332
Mexican American	1,395	.251	.326	.279
Other Hispanic	280	.247	.325	.278
Pacific Islanders	186	.264	.400	.311
White, Non-Hispanic	17,458	.359	.409	.380
Other Groups	466	.344	.395	.362
No Response	12,733	.279	.341	.303
Totals, All Ethnic Groups	35,527	.316	.375	.341

*Graduation within the system.

Source: Office of the Chancellor, The California State University and Colleges. Those Who Stay--Phase II. Student Continuance in The California State University and Colleges, Technical Memorandum Number Eight, May 1979.

enrolled as freshmen. By 1977, only 8,288 Hispanics were enrolled as sophomores, a drop of 14,378 students and an attrition rate of 63.43 percent.

By comparison, the total freshman class of 1976 contained 145,616 students, and the sophomore class of 1977 contained only 45,515 students, a drop of 100,101 and an attrition rate of 68.74 percent. In 1977, 24,565 Hispanics were enrolled as freshmen, but only 8,221 as sophomores in 1978, an attrition rate of 66.53 percent. The corresponding attrition rate for the total enrollment was 70.87 percent. This limited data nonetheless indicates a consistent tendency for Hispanics to have lower attrition rates, and consequently higher retention rates, than the total enrollment in public community/junior colleges in Texas.

Table 3.12 details the available attrition data for Texas public senior institutions for the same three years, 1976 to 1978. In 1976 there were 8,141 Hispanics enrolled as freshmen, and in 1977 5,079 were enrolled as sophomores, a first year attrition rate of 37.61 percent. The first year attrition rate for the total enrollment for the same year was a similar 38.75 percent. The freshman to sophomore attrition rate from 1977 to 1978 was approximately the same as the 1976 to 1977 rate, 40.43 percent and 39.93 percent for Hispanics and total enrollment respectively.

Compared to the first year attrition rates noted at the community college level, in the 65-70 percent range, the approximately 40 percent first year attrition rate at the senior institutions is considerably less.

For both Hispanics and the total enrollment, the sophomore to junior attrition rate for the entering class of 1976 was negative, that is, the junior class was larger than the preceding year's sophomore class for both groups. In 1978, 5,865 Hispanics were enrolled as juniors, an increase of 786, or 15.48 percent. The total enrollment experienced an increase of 5,187 students in the junior class, but this represented a lesser percentage increase of 10.02 percent. The data for this one year appear to indicate that Hispanics tend to increase their numbers at the junior level at a greater rate than the average, and this might be explained by the greater percentage representation of Hispanics in the community college and their lower attrition rates in the community colleges.

State level data in Texas, then, appear to indicate that Hispanics have slightly lower attrition rates overall, but more significantly lower attrition rates at the community college level, than the average for the total enrollment. As well, it is clear that the attrition rates in the public community/junior

Table 3.11

HISPANIC ATTRITION RATES
1976 TO 1978
TEXAS PUBLIC COMMUNITY/JUNIOR COLLEGES

Entering Class	1976	1977	1978	Attrition Rates Fr.-So.	So.-Assoc.	Cum[a]
1976:	Frsh	Soph	Assoc			
Hispanics	22,666	8,288	-	63.43%	-	63.43%
Total Enrollment	145,616	45,515	-	68.74%	-	68.74%
1977:		Frsh	Soph			
Hispanics		24,565	8,221	66.53%	-	66.53%
Total Enrollment		152,158	44,318	70.87%	-	70.87%
1978:			Frsh			
Hispanics			25,989	-	-	-
Total Enrollment			160,814	-	-	-

[a] Cumulative attrition rate of class calculated on available data.

Table 3.12

HISPANIC ATTRITION RATES
1976 TO 1978
TEXAS PUBLIC SENIOR COLLEGES AND UNIVERSITIES

Entering Class	1976	1977	1978	Attrition Rates[b] Fr.-So.	So.-Jr.	Jr.-Sr.	So.-Bach	Cum[a]
1976:	Frsh	Soph	Jr					
Hispanics	8,141	5,079	5,865	37.61%	-15.48%	-	-	27.96%
Total Enrollment	84,471	51,741	56,928	38.75%	-10.02%	-	-	32.61%
1977:		Frsh	Soph					
Hispanics		8,737	5,205	40.43%	-	-	-	40.43%
Total Enrollment		87,037	52,284	39.93%	-	-	-	39.93%
1978:			Frsh					
Hispanics			10,308	-	-	-	-	-
Total Enrollment			87,275	-	-	-	-	-

[a] Cumulative attrition rate of class calculated on available data.
[b] Negative attrition rates indicate a net gain in enrollment.

colleges are higher than those at the public senior institutions, which actually gain enrollment after the sophomore year.

Institutional Data

Data indicating attrition and retention rates of Hispanics in relation to total attrition and retention rates will be presented in this section for the eight institutions included in the study, by state.

California Institutions

San Jose City College. - Enrollment data, contained in Table 3.13, show that in 1975, 1,133 Hispanics enrolled; by 1976, the sophomore year, there were only 224 students enrolled. The attrition rate was 909 students or 80.23 percent. Between 1976 and 1977, the sophomore and degree year, the attrition rate was 168 students or 75 percent of the students, for a cumulative attrition rate of 95.06 percent.

Total enrollment figures show that, in 1975, 11,066 students enrolled; by 1976, the sophomore year, there were only 2,203 students or an attrition of 8,863 students or 80.09 percent. Between 1976 and 1977, the sophomore and degree granting year, the attrition was 1,666 students or 75.62 percent.

The cumulative figures show Hispanic attrition to be 95.06 percent, and for the total enrollment to be 94.52 percent. The attrition rates of Hispanics were essentially equivalent to the attrition rates of the total enrollment for the class of 1975.

Hispanic enrollment data show that in 1976, 1,284 Hispanics enrolled as freshmen; by 1977, the sophomore year, 267 students were enrolled, for an attrition of 1,017 or 79.21 percent. Between the sophomore year and the associate degree there was an attrition of 204 students or 76.40 percent. Total enrollment data for 1976 was 10,601; however, by 1977, the sophomore year, it was 1,976, an attrition of 8,625 students or 81.36 percent.

Attrition rate comparisons for 1976 enrollees show that between the freshman and sophomore year Hispanics had a lower rate of attrition at 79.21 percent, as compared to 81.36 percent for the total enrollment, a 2.15 percent difference. While the previous year attrition was slightly lower for Hispanics, it was higher at 76.40 percent compared to 70.60 percent for the total

Table 3.13

HISPANIC ATTRITION RATES
AT SAN JOSE CITY COLLEGE
1975 TO 1979

Entering-Class	1975	1976	1977	1978	1979	Attrition Rates Fr.-So.	So.-Assoc.	Cum[a]
1975:	Frsh	Soph	Assoc					
Hispanics	1,133	224	56			80.23%	75.00%	95.06%
Total Enrollment	11,066	2,203	537			80.09%	75.62%	95.15%
1976:		Frsh	Soph	Assoc				
Hispanics		1,284	267	63		79.21%	76.40%	95.09%
Total Enrollment		10,601	1,976	581		81.36%	70.60%	94.52%
1977:			Frsh	Soph	Assoc			
Hispanics			1,212	215	40	82.26%	81.40%	96.70%
Total Enrollment			11,480	1,661	420	85.53%	74.71%	96.34%
1978:				Frsh	Soph			
Hispanics				915	143	84.37%	-	84.37%
Total Enrollment				10,688	1,470	86.25%	-	86.25%
1979:					Frsh			
Hispanics					698	-	-	-
Total Enrollment					11,506	-	-	-

[a] Cumulative attrition rate of class calculated on available data.

enrollment, a 6.69 percent difference. The same essential equivalence of the attrition rates of the two groups is found for the cumulative attrition of the class entering San Jose City College in 1976.

Enrollment data show that in 1977, 1,212 students enrolled as freshmen; by 1978, 215 remained, an attrition of 997 students or 82.26 percent. Between the sophomore year and associate's degree, there was an attrition of 175 students or 81.40 percent. For total enrollment the figures show that in 1977, 11,480 students enrolled; by 1978, 1,661 remained, an attrition of 9,819 students or 85.53 percent. Between the sophomore year and the associate's degree, there was an attrition of 1,241 students or 74.71 percent.

Attrition rate comparisons for 1977 enrollees show that between the freshman and sophomore year, Hispanic attrition was slightly lower than the rate for the total enrollment. Between the sophomore and associate's degree, the attrition rate reversed, and Hispanics had a higher attrition rate at 81.40 percent compared to 74.71 percent for the total enrollment. Nevertheless, the cumulative rate difference between Hispanics and the total enrollment was not significant.

Data on the class entering San Jose City College in 1978 show 915 Hispanics enrolled, but by 1979, only 143 sophomore Hispanics were enrolled, an attrition of 772 or 84.37 percent. On the other hand, total enrollment figures show 10,688 enrolled in the freshman year and 1,470 in the sophomore year, an attrition of 9,218 students, or 86.25 percent. Hispanics, then, had a slightly lower attrition rate from the freshman to sophomore year.

Overall, comparison of the attrition rates of the entering classes from 1975 to 1977 show a relatively stable pattern from year to year. There is an indication that both freshman to sophomore year attrition and cumulative freshman to associate's degree attrition has increased slightly. What is clear is that attrition rates are very high at both levels, and cumulative attrition rates of both Hispanics and the total enrollment exceed 95 percent.

East Los Angeles College. - Attrition rates and trends could not be calculated and identified for East Los Angeles College because enrollment data provided by the college could not be broken down by level for each year. Relevant enrollment data, however, are contained in the section on access.

San Jose State University. - Enrollment data for Hispanic enrollees at San Jose State University, as presented in Table 3.14, show that in 1976, 205

Table 3.14

HISPANIC ATTRITION RATES
AT SAN JOSE STATE UNIVERSITY
1976 TO 1978

Entering Class	1976	1977	1978	Attrition Rates[a] Fr.-So.	So.-Jr.	Jr.-Sr.	Sr.-Bach	Cum[b]
1976:	Frsh	Soph	Jr	%	%	%	%	%
Hispanics	204	134	383	34.31	-185.82	-	-	-87.75
Total Enrollment	3,714	2,867	3,043	22.81	- 6.14	-	-	18.07
1977:		Frsh	Soph					
Hispanics		90	132	-46.67	-	-	-	-46.67
Total Enrollment		2,931	3,136	- 6.99	-	-	-	- 6.99
1978:			Frsh					
Hispanics			245	-	-	-	-	-
Total Enrollment			3,818	-	-	-	-	-

[a] Negative attrition rates indicate a net gain in enrollment.

[b] Cumulative attrition rate of class calculated on available data.

students enrolled; by 1977, 134 remained, an attrition of 70 students or 34.31 percent. By 1978, the junior year, there were 383 students enrolled for an increase of 249 students from the previous year, a net gain of 185.82 percent. Enrollment figures for the total enrollment show that in 1976, 3,714 students were enrolled; by the sophomore year there were 2,867, a decrease of 847 students or 22.81 percent. By the junior year there were 3,043 students, a net gain of 176 students or a 6.14 percent rate of increase.

Attrition rate comparisons indicate that between the freshman and sophomore year Hispanic attrition was higher at 34.31 percent compared to 22.81 percent for the total enrollment, a rate difference of 11.50 percent. Between the sophomore and junior years the data show a 185.82 percent rate of increase for Hispanics while for the total enrollment the data indicate a net gain of 6.14 percent, Hispanics having a much lower attrition rate than the total enrollment. The cumulative rate percentage further illustrates that with a 87.75 percent increase, Hispanics showed greater enrollment increases than the total enrollment which experienced a 18.07 percent decrease.

In 1977, 90 students enrolled; by the sophomore year, there were 132 enrolled, 42 more than the previous year, for a net increase of 46.67 percent. By contrast, the total enrollment figures also indicate an increase from 2,931 students in 1977 to 3,136 in 1978, for a total of 205 additional students or an increase of 6.99 percent.

The attrition rate comparison for 1977 enrollees, shows that Hispanics increased at the rate of 46.67 percent, as compared to 6.99 percent for the total enrollment, a 39.68 percent difference.

The limited data for San Jose State University are difficult to draw conclusions from, especially because the number of students identifying themselves as Hispanics is quite low relative to the total enrollment. The data do begin to indicate that a senior institution like San Jose State University tends to experience growth, rather than attrition, especially after the sophomore year for both groups.

California State University at Los Angeles. - Hispanic enrollment data, shown in Table 3.15, indicate that in 1974, there were 544 Hispanics enrolled; by the 1975 sophomore year, there were 464, for an attrition of 80 students or 14.71 percent. However, between the sophomore and junior year there was an increase of 592 students, for a gain of 127.59 percent. There was a slight

Table 3.15

HISPANIC ATTRITION RATES
AT CALIFORNIA STATE UNIVERSITY, LOS ANGELES
1974 TO 1979

Entering-Class	1974	1975	1976	1977	1978	1979	Attrition Rates[a] Fr.-So.	So.-Jr.	Jr.-Sr.	Sr.Bach	Cum[b]
1974:	Frsh	Soph	Jr	Sr	Bach		%	%	%	%	%
Hispanics	544	464	1,056	1,049	469		14.71	-127.59	.66	55.29	13.79
Total Enrollment	2,502	2,728	5,475	6,021	3,041		-9.03	-100.70	-9.97	49.49	-21.54
1975:		Frsh	Soph	Jr	Sr	Bach	%	%	%	%	%
Hispanics		615	580	1,101	1,073	-	5.69	-89.83	2.54	-	-74.47
Total Enrollment		2,878	2,667	5,170	5,882	-	7.33	-93.85	-13.77	-	-104.38
1976:			Frsh	Soph	Jr	Sr	%	%	%	%	%
Hispanics			853	644	1,075	949	24.50	-66.93	11.72	-	-11.25
Total Enrollment			3,157	2,720	4,875	5,485	13.84	-79.23	-12.51	-	-73.74
1977:				Frsh	Soph	Jr	%	%	%	%	%
Hispanics				715	549	867	23.22	-57.92	-	-	-21.26
Total Enrollment				3,126	2,585	4,547	17.31	-75.90	-	-	-45.46
1978:					Frsh	Soph	%	%	%	%	%
Hispanics					687	421	38.72	-	-	-	38.72
Total Enrollment					3,032	2,336	22.96	-	-	-	22.96
1979:						Frsh	%	%	%	%	%
Hispanics						733	-	-	-	-	-
Total Enrollment						3,007	-	-	-	-	-

[a] Negative attrition rates indicate a net gain in enrollment.
[b] Cumulative attrition rate of class calculated on available data.

decrease between the junior and senior year of 7 students or .66 percent, and another decrease between the senior year and the bachelor's degree of 580 or 55.29 percent.

The total enrollment data show 2,502 students enrolled in 1974; by the sophomore year there were 2,728 students enrolled, an increase of 226 students or a gain of 9.03 percent. By the junior year there was a significant increase of 2,747 students or a 100.70 percent increase. Between the junior and senior year, the increase was 546 students or 9.97 percent. The decrease between the senior class and bachelor's degrees awarded was 2,980, or a 49.49 percent attrition rate.

Attrition rate comparisons for the entering class of 1974 show that between the freshman and sophomore year Hispanics had a higher attrition rate of 14.71 percent in contrast to -9.03 percent for the total enrollment. However, between the sophomore and junior year, Hispanics had a higher rate of increase at 127.58 percent as opposed to a 100.70 percent rate for the total enrollment. Between the junior and senior year, Hispanic attrition was higher with a .66 percent attrition rate, compared to a 9.97 percent increase for the total enrollment. Between the senior year and bachelor's degree, Hispanics had a higher attrition rate, 55.29 percent compared to 49.49 percent for the total enrollment, a difference of 5.80 percent. The cumulative rate differences indicate that Hispanics had a higher attrition rate than the total enrollment, with 13.79 percent, as compared to a net gain of 21.54 percent for the total enrollment.

Hispanic enrollment data for 1975 shows 615 students in the freshman class. By the sophomore year an attrition of 35 or 5.69 percent had occurred. There was an increase, however, in the junior class of 521 or of 89.83 percent, but by the senior year there was a decrease of 28 students or 2.54 percent attrition. Data on bachelor's degrees awarded were not available.

In comparison, total enrollment figures show 2,878 freshman in 1975. By the sophomore year an attrition of 211 students or 7.33 percent had taken place. There was an increase of 2,503 or of 93.35 percent by the junior year. Between the junior and senior year, there was an increase of 712 students, a 13.77 percent increase.

Attrition rate comparisons for 1975 entering freshmen indicate that the total enrollment had a slightly higher attrition rate of 7.33 percent compared to 5.69 percent for Hispanics. Between the sophomore and junior year, Hispanics showed an increase of 89.83 percent, similar to the increase for enrollment of

93.85 percent. However, between the junior and senior year, Hispanics showed a drop of 2.54 percent, as opposed to an increase of 13.77 percent for the total enrollment. Cumulative percentage figures confirm that enrollment gains for Hispanics were less than for the total enrollment.

Data for the class enrolled as freshmen in 1976 display a pattern similar to those found for the classes entering in 1974 and 1975. The freshman to sophomore attrition rate for Hispanics was 24.50 percent, compared to the lower average attrition rate for the total enrollment of 13.84 percent. Both groups made gains from the sophomore to junior year, but increases by the total enrollment outpaced those for Hispanics by 79.23 percent to 66.93 percent. Between the junior and senior year, Hispanics actually experienced attrition, while the total enrollment showed an increase of 12.51 percent, though a smaller increase than for the previous year. Overall, the 1976 class of entering freshmen had increased by the senior year by 11.25 percent for Hispanics and 73.74 percent for the total enrollment.

Data for the classes enrolled as freshmen in 1977, 1978 and 1979 is necessarily incomplete. However, the pattern of attrition and increase for Hispanics and the total enrollment for the first two years supports the trends identified by the previous classes. In general, it appears that attrition between the freshman and sophomore year occurs at California State University at Los Angeles, but at a rate much lower than was found at the community college level and at a rate similar to that indicated at the other California senior institution in the study, San Jose State University.

After the sophomore year, enrollment for both groups appear to increase, though at California State University, the rate of increase appears considerably higher for the total enrollment than for Hispanics. This trend was not indicated by the limited data available on San Jose State University, but appears quite consistent in the multi-year comparisons available at California State University at Los Angeles.

Because extensive data is available at California State University at Los Angeles, comparisons of attrition rates over the five-year period, 1974 to 1978, is possible. The trend overall appears to be for increasing year to year attrition rates or decreasing year to year increases for both Hispanics and the total enrollment. Freshman to sophomore year attrition rates increased steadily from 1974 to 1978 for both groups. Between the sophomore and junior year, the pattern for both Hispanics and the total enrollment is for reduced gain from

year to year, that is, the net gain is less than for each preceding year. For Hispanics, attrition from the junior to senior year appear to be increasing, while for the total enrollment, enrollment gains appear to be decreasing.

Texas Institutions

El Paso Community College. - The data for El Paso Community College contained in Table 3.16, indicate that in 1976, 2,890 Hispanic students enrolled. By the sophomore year 1,148 remained, a decrease of 1,742 or a 60.28 percent attrition rate. In 1978, 460 associate's degrees were awarded; there was a difference between the sophomore class and the associate's degree of 688, or 59.93 percent. In contrast, total enrollment data indicated 4,523 freshmen. By the sophomore year, 1,862 were still enrolled. The decrease was 2,661 students, an attrition rate of 58.33 percent. Eight hundred sixty-nine degrees were awarded; those that did not receive associate's degrees represent 993, or a 53.33 percent attrition rate.

Attrition rate comparisons indicate that between the freshman and sophomore year, Hispanics show a similar attrition rate as that of the total enrollment. Between the sophomore year and the associate's degree, Hispanic attrition was higher at 59.93 percent compared to 53.33 percent for the total enrollment. Cumulative attrition figures also show Hispanic attrition to be higher, with 84.08 percent as opposed to 80.79 percent for the total enrollment, an attrition rate difference of 3.29 percent.

For Hispanics entering in 1977 the data show that 3,767 enrolled; by the sophomore year 1,212 were still enrolled, a drop of 2,555 students or 67.83 percent. Of the 1,212 sophomores, 394 received degrees, a difference of 818 or 61.10 percent. For the total enrollment, the data show that in 1977, 6,119 students enrolled; by the sophomore year, 1,856 remained, an attrition of 4,263 or 69.67 percent. Only 722 received associate's degrees, an attrition rate of 61.10 percent from the sophomore year.

Attrition rate comparisons show that between the freshman and sophomore year the total enrollment showed a slightly higher attrition rate at 69.67 percent compared to 67.83 percent for Hispanics, a difference of 1.84 percent. However, between the sophomore year and the associate's degree, Hispanics showed a higher attrition rate at 67.49 percent compared with 61.10 percent for the total enrollment. The cumulative attrition rate figures confirm a slightly

Table 3.16

HISPANIC ATTRITION RATES
AT EL PASO COMMUNITY COLLEGE (DISTRICT)
1976 TO 1979

Entering Class	1976	1977	1978	1979	Attrition Rates Fr.-So.	So.-Assoc	Cum [a]
1976:	Frsh	Soph	Assoc				
Hispanics	2,890	1,148	460		60.28%	59.93%	84.08%
Total Enrollment	4,523	1,862	869		58.83%	53.33%	80.79%
1977:		Frsh	Soph	Assoc			
Hispanics		3,767	1,212	394	67.83%	67.49%	89.54%
Total Enrollment		6,119	1,856	722	69.67%	61.10%	88.20%
1978:			Frsh	Soph			
Hispanics			5,906	-	-	-	-
Total Enrollment			9,317	-	-	-	-

[a] Cumulative attrition rate of class calculated on available data.

Table 3.17

HISPANIC ATTRITION RATES
AT AUSTIN COMMUNITY COLLEGE
1976 TO 1978

Entering Class	1976	1977	1978	Attrition Rates Fr.-So.	So.-Assoc	Cum [a]
1976:	Frsh	Soph	Assoc			
Hispanics	519	158	-	69.56%	-	69.56%
Total Enrollment	5,553	945	-	82.98%	-	82.98%
1977:		Frsh	Soph			
Hispanics		888	142	84.09%	-	84.09%
Total Enrollment		6,592	957	85.48%	-	85.48%
1978:			Frsh			
Hispanics			890	-	-	-
Total Enrollment			7,873	-	-	-

[a] Cumulative attrition rate of class calculated on available data.

higher attrition for Hispanics at 89.54 percent as opposed to 88.20 percent for the total enrollment, though this difference appears too small to indicate a trend.

The data for El Paso Community College indicate that the attrition rates for Hispanics and the total enrollment are quite similar, especially from the freshman to sophomore year. However, there is some indication that Hispanics either drop out or transfer at a slightly higher rate after the sophomore year and before completing the associate's degree.

Austin Community College. - Attriton data for Austin Community College, shown in Table 3.17, indicate that in 1976, 519 Hispanics enrolled. By 1977, the sophomore year, only 158 were enrolled, a decrease of 361, or a 69.56 percent attrition rate. For the total enrollment, the data show that 5,533 enrolled in 1976, and by 1977, the sophomore year, only 945 were still enrolled, a decrease of 4,608 or of 82.98 percent.

Attrition rate comparisons show that the total enrollment had a higher attrition rate at 82.98 percent compared to 69.56 percent for Hispanics. However, in 1977, 888 Hispanics enrolled, and by the sophomore year, only 142 remained, a difference of 746 students or a 84.09 percent attrition rate. For the total enrollment, the figures show that 6,592 enrolled in 1977 as freshmen but that only 957 sophomores remained, a decrease of 5,635 students, or a 84.48 percent attrition rate. The difference between the attrition rate of Hispanics and of the total enrollment was minimal, 84.09 percent to 85.48 percent respectively. The limited data available for Austin Community College, then, do not indicate clear attrition trends.

A comparison of the attrition rates at the two Texas public community colleges included in the study appears to indicate that the attrition rates of both Hispanics and the total enrollment are comparable. The freshman to sophomore year attrition rates are nigh at both community colleges, though the attrition rates in the 80-85 percent range found at Austin Community College are more consistent to similar rates found at San Jose City College than those found at El Paso Community College, which are in the 60-70 percent range.

University of Texas at El Paso. - Attrition data for the University of Texas at El Paso, shown in Table 3.18, show 812 Hispanic freshmen enrolled in 1976; by the sophomore year, the figure for Hispanics had increased by 241

Table 3.18

HISPANIC ATTRITION RATES
AT UNIVERSITY OF TEXAS AT EL PASO
1976 TO 1978

Entering Class	1976	1977	1978	Attrition Rates[a] Fr.-So.	So.-Jr.	Jr.-Sr.	Sr.-Bach	Cum[b]
1976:	Frsh	Soph	Jr					
Hispanics	812	1,053	909	-29.68%	13.68%	-	-	-11.95%
Total Enrollment	5,803	2,905	2,122	49.94%	26.95%	-	-	63.43%
1977:		Frsh	Soph					
Hispanics		1,313	1,062	19.12%	-	-	-	19.12%
Total Enrollment		6,616	2,982	54.93%	-	-	-	54.93%
1978:			Frsh					
Hispanics			2,393	-	-	-	-	-
Total Enrollment			6,335	-	-	-	-	-

[a] Negative attrition rates indicate a net gain in enrollment.

[b] Cumulative attrition rate of class calculated on available data.

students, a gain of 29.68 percent. A drop of 144 students occurred at the junior level, a 13.68 percent attrition rate. Data on the total enrollment show that 5,803 students enrolled in 1976. By the sophomore year, a decrease of 1,898 students or 49.94 percent had occurred. By the junior year another decrease of 783 students or 26.95 percent had occurred.

Attrition rate comparisons for 1976 enrollees show that between the freshman and sophomore year Hispanics increased 29.68 percent compared to 49.94 percent decrease for the total enrollment, a percentage difference of nearly 80 percent. Between the sophomore and junior year, Hispanic figures show a 13.68 percent attrition rate compared to 26.95 percent for the total enrollment. The percentage difference was 13.27 percent. Comparisons between the two groups of cumulative attrition rates show that Hispanic enrollments increased 11.95 percent, while the total enrollment decreased 63.43 percent.

In 1977, 1,313 Hispanics enrolled. By the sophomore year, 1,062 remained, a decrease of 251 students or 19.12 percent. By comparison, total enrollment figures show that 6,616 enrolled, but that only 2,982 became sophomores, a difference of 3,634 students, a 54.93 percent rate of attrition. Comparison of the attrition rates of the two groups for the years for which data were available indicates that Hispanics experienced lower attrition and, in some cases higher gains, than the total enrollment. The year-to-year attrition rates available appear to vary too much to allow for any other conclusions.

University of Texas at Austin. - Table 3.19 shows that there was a constant increase from 1975, the freshman year, to 1978, the senior year. This indicates net gains across the board. The rate of increase from the freshman to the sophomore year was 47 students or 10.04 percent; between the sophomore and junior year there was an increase of 73 or 14.17 percent; and between the junior and senior year there was a gain of 301 students or 51.19 percent. For the total enrollment the data shows that 8,746 persons enrolled in 1975, but by 1976, the sophomore year, there was a drop of 1,627 students or 18.60 percent. By the junior year, however, there was a slight increase of 279 students or 3.92 percent, and by the senior year there was another increase of 3,389 or 45.81 percent.

Comparison of attrition rates for 1975 enrollees show that between the freshman and sophomore year Hispanics showed a gain of 10.04 percent in contrast to a loss for the total enrollment of 18.60 percent. Between the sophomore and

Table 3.1[illegible]

HISPANIC ATTRITION RATES
AT UNIVERSITY OF TEXAS AT AUSTIN
1975 TO 1979

Entering-Class	1975	1976	1977	1978	1979	Attrition Rates[a] Fr.-So.	So.-Jr.	Jr.-Sr.	Sr.Bach	Cum[b]
1975:	Frsh	Soph	Jr	Sr	Bach	%	%	%	%	%
Hispanics	468	515	588	889	-	-10.04	-14.17	-51.19	-	-89.96
Total Enrollment	8,746	7,119	7,398	10,787	-	18.60	- 3.92	-45.81	-	-23.34
1976:		Frsh	Soph	Jr	Sr	%	%	%	%	%
Hispanics		502	471	599	914	6.18	-27.18	-52.59	-	-82.07
Total Enrollment		7,548	6,806	7,277	10,716	9.83	- 6.92	-47.26	-	-41.97
1977:			Frsh	Soph	Jr	%	%	%	%	%
Hispanics			503	502	637	.20	-26.89	-	-	-26.64
Total Enrollment			7,689	7,306	7,589	4.98	- 3.87	-	-	1.30
1978:				Frsh	Soph	%	%	%	%	%
Hispanics				593	555	6.41	-	-	-	6.41
Total Enrollment				8,329	7,444	10.63	-	-	-	10.63
1979:					Frsh	%	%	%	%	%
Hispanics					524	-	-	-	-	-
Total Enrollment					8,868	-	-	-	-	-

[a] Negative attrition rates indicate a new gain in enrollment.
[b] Cumulative attrition rate of class calculated on available data.

junior year, however, both groups gained students with Hispanics gaining more at 51.19 percent versus 45.81 percent for the total enrollment. Cumulative attrition rate figures illustrate the Hispanics had an 89.96 percent increase in enrollment from freshman to senior year, compared to a 23.34 percent increase for the total enrollment. Clearly, then, Hispanics show more of a percentage increase.

The 1976 Hispanic enrollment at the freshman level was 502. A slight decrease of 31 students or 6.18 percent occurred by the sophomore year. By the junior year, there was an increase of 128 students or 27.18 percent; by the senior year, there was an increase of 315 students or 52.59 percent.

Attrition rate comparisons for 1976 enrollees between the freshmen and sophomore year show that Hispanics had less attrition, 6.18 percent compared to 9.83 percent for the total enrollment. Between the sophomore and junior year, Hispanics, as well as the total enrollment, showed a net gain, with Hispanics showing a 27.18 percent increase versus a 6.92 percent increase for the total enrollment. Between the junior and senior year, Hispanic increases were higher at 52.59 percent, in contrast to 47.26 percent for the total enrollment. The attrition rate comparisons confirm that overall Hispanic gains were higher at 82.07 percent compared to 41.97 percent for the total enrollment.

The data on Hispanics, for 1977 enrollees, show a similar pattern of increase. By the sophomore year, an attrition of one student had taken place, which represents .20 percent. Between the sophomore and junior years, the increase was 135 or 26.89 percent. For the total enrollment, the data show 7,689 freshmen enrollees. By the sophomore year, a decrease of 383 students had occurred, a 4.98 percent rate of attrition. However, by the junior year, the enrollment had increased by 283 or 3.98 percent.

Attrition rate comparisons for 1977 enrollees, show that between the freshman and sophomore year Hispanics experienced less attrition at .20 percent versus 4.98 percent for the total enrollment. There was a gain between the sophomore and junior year for both groups, with Hispanics showing more gain at 26.89 percent contrasted to 3.87 percent for the total enrollment. The cumulative rate differences further document Hispanic higher gains; Hispanics experienced a 26.64 percent increase, while the total enrollment suffered a 1.30 percent loss over the three-year period.

In all cases, the data available in Table 3.19 indicate that Hispanics experienced lower rates of attrition, or higher rates of net enrollment gains,

than the total enrollment of the University of Texas at Austin. The data, in fact, indicate substantial net gains for both groups from the freshman to the senior year. Hispanic increases were in the 80-90 percent range.

The trend at the University of Texas at Austin that was also noted at other institutions examined in this study was for steady enrollment increases from the sophomore year on. In fact, Hispanics at the University of Texas at Austin showed continuous enrollment increases for the class who were freshmen in 1975 through the senior year. The year-to-year attrition rates or enrollment increases at each level do not indicate a trend over the four-year period for which data was available, though there is some indication that freshman to sophomore attrition rates are steady around 5-10 percent, that sophomore to junior enrollment gains are in the 5 percent range for the total enrollment and 25 percent range for Hispanics, and that junior to senior increases average around 50 percent for both groups

Enrollment Relationship: Community Colleges and Senior Colleges and Universities. - It is clearly quite difficult to document patterns that might emerge across institutions and between junior and senior institutions paired by geographical area. The data that are available, in fact, confound such analyses; the most comprehensive attrition data for a senior institution in the study are available for California State University at Los Angeles, while no attrition data at all are available for East Los Angeles College.

Nevertheless, some trends do begin to emerge and might be profitably explored in future studies. Very high attrition rates have been noted in all of the community colleges included in the study for the total enrollment, but especially for Hispanics, at the freshman to sophomore level. At this same level at the senior institutions, the attrition rates are unexpectedly low, or even negative, indicating enrollment gains. Again, this is particularly true of Hispanics.

It also appears from some fragmentary data, that the least losses or highest gains at the sophomore and junior levels are recorded at senior institutions where the community college in the same area experiences the greatest attrition. This tendency might be best seen by looking at the pair of institutions in Austin, Texas and the two in the San Jose, California area. Apparently much of the "attrition" noted in this study is the result of positive transfer to senior institutions rather than of dropping out.

CHAPTER FOUR: ACHIEVEMENT

This section presents data on the achievement of Hispanics in higher education. Achievement, as was stated earlier is defined as degrees earned. The data contained in this section include degrees earned by Hispanic males and females at the national and state levels (California and Texas) and includes comparative data on the Hispanic composition of the population. The most current complete data were used in describing the achievement of Hispanics. Where more current data were available, they were used as a basis for some comparative observations. Institutional data are also presented in the last part of this section.

National Data

The most recent national data available on degrees earned by ethnic group, sex, and level of degree were for 1975-76. A summary of all degrees earned by Hispanic males and females is presented in Table 4.1.

In 1975-76, Hispanics comprised approximately 5.29 percent of the U. S. population and 4.9 percent of the school-aged population. The percent of degrees earned by Hispanics at all levels was disproportionate to their representation of the U. S. population. Data in Table 4.1 indicate that among Hispanics, the difference in numbers of degrees earned between males and females decreases as the level of degree increases. At the master's degree level, the number is almost equal. However, the difference at the doctorate level increased considerably.

The number of degrees reported a year later in The Condition of Education for Hispanic Americans showed an increase in degrees earned by Hispanics in 1976-77 in both public and private institutions. A comparision of comparable data for both years is shown in Table 4.2.

The largest increase for Hispanics occurred at the doctoral degree level. The most significant difference between sexes occurred at the bachelor's degree level. An almost tenfold ratio in rate of increase favored Hispanic females over Hispanic males at this level.

Table 4.1

DISTRIBUTION OF DEGREES EARNED NATIONALLY
IN PUBLIC INSTITUTIONS
1975-76

Level Of Degrees	Total Degrees	Hispanics					
		Male	% Of Total Degrees	Female	% Of Total Degrees	Total	% Of Total Degrees
Associate's	429,844	10,749	2.50	9,316	2.17	20,065	4.67
Bachelor's	634,197	9,513	1.50	8,652	1.36	18,165	2.86
Master's	205,228	2,018	0.98	2,015	0.98	4,033	1.96
Doctorate	21,618	194	0.90	70	0.32	264	1.22
Total	1,290,887	22,474	1.74	20,053	1.55	42,527	3.29

Table 4.2

INCREASE IN DEGREES EARNED BY HISPANICS IN PUBLIC AND PRIVATE
U. S. INSTITUTIONS BETWEEN 1975-76 AND 1976-77

Level Of Degree	1975-76			1976-77			Percent of Increase		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Associate's	22,711	11,839	10,872	24,092	12,514	11,578	6.08	5.70	6.49
Bachelor's	26,220	13,594	12,626	26,963	13,672	13,291	2.76	0.57	5.27
Master's	6,356	3,305	3,051	7,069	3,665	3,404	11.22	10.89	11.57
Doctorate	407	294	113	534	391	143	31.20	33.00	26.55
Total	55,694	29,032	26,662	58,658	30,242	28,416	5.32	4.17	6.58

College completion rates for college-aged Hispanic and white, non-Hispanics for 1976 were indicative of disproportionate achievement ratios. Table 4.3 compares the percentage of college-aged groups completing two and four years of college.

The two-year college completion rates for white, non-Hispanics of college age was 2.67 times that of Hispanics, while that for four years of college was 4.5 times. The implication that Hispanics who do complete college, do so at the two-year level, is also supported by the data shown in Table 4.4. The data indicate that Hispanics earn a disproportionately higher number of associate's degrees than the overall average.

The largest percentage of degrees earned by all students was at the bachelor's level. This was not the case for either Hispanic males or Hispanic females. The majority of Hispanics earning degrees in 1975-76 did so at the associate's degree level. Approximately the same percentages were true for both males and females.

State Data

California Data

Comparable tables, as were presented for national data, will be presented in the same order for California and Texas where available. Table 4.6 shows the distribution of degrees earned in the state of California in 1975-76, the last year for which comprehensive degree data for all types of public institutions broken down by ethnic category is available.

In 1976, Hispanics constituted about 16 percent of the population of California. The earned degree percent of 6.87 is disproportionately low for the total Hispanic population. The percentage of degrees awarded to Hispanics decreases with increasing level of degree. The data in Table 4.5 show a higher rate of degrees earned by male Hispanics than female Hispanics at all levels. In 1976, at the master's level, twice as many males earned degrees than did females; while at the doctorate level, there is an eight-fold disparity between the two groups. The data in Table 4.6 indicate that the degree of Hispanic achievement is highest at the associate's degree level and lowest at the doctorate level. Table 4.6 further demonstrates that Hispanics earned proportionately more associate's degrees than did total degree recipients; 66.5

Table 4.3

COLLEGE COMPLETION RATES OF COLLEGE AGE POPULATIONS
1976

	White	Hispanic
Percent of college age population completing two years of college	16	6
Percent of college age population completing four years of college	9	2

Table 4.4

DISTRIBUTION OF DEGREES EARNED BY LEVEL OF DEGREE
1975-76

		Hispanics					
Level Of Degree	% Of Total Degrees For All Degrees Awarded	Male	% Of Total Degrees	Female	% Of Total Degrees	Total	% Of Total Degrees
Associate's	33.3	10,749	47.8	9,316	46.5	20,065	47.2
Bachelor's	49.1	9,513	42.3	8,652	43.1	18,165	42.7
Master's	15.9	2,018	9.0	2,015	10.1	4,033	9.5
Doctorate	1.7	194	0.9	70	.03	264	0.6
TOTAL	100.0	22,474	100.00	20,053	100.00	42,527	100.00

Table 4.5

DISTRIBUTION OF DEGREES EARNED IN CALIFORNIA
IN PUBLIC INSTITUTIONS
1975-76

Level Of Degree	Total Degrees	Hispanics					
		Male	% Of Total Degrees	Female	% Of Total Degrees	Total	% Of Total Degrees
Associate's[a]	79,724	4,383	5.50	3,058	3.84	7,441	9.34
Bachelor's	65,009	1,888	2.90	1,238	1.90	3,126	4.80
Master's	16,147	370	2.29	232	1.44	602	3.73
Doctorate	2,075	17	0.82	2	0.10	19	0.92
Total	162,955	6,658	4.09	4,530	2.78	11,188	6.87

Table 4.6

DISTRIBUTION OF HISPANIC DEGREES BY LEVEL IN CALIFORNIA
1975-76

Level Of Degree	% Of Total Degrees For All Degreees Awarded	Hispanics					
		Male	% Of Total Degrees	Female	% Of Total Degrees	Total	% Of Total Degrees
Associate's[a]	48.9	4,383	65.8	3,058	67.5	7,441	66.5
Bachelor's	39.9	1,888	28.4	1,238	27.3	3,126	27.9
Master's	9.9	370	5.6	232	5.1	602	5.4
Doctorate	1.3	17	0.2	2	0.1	19	0.2
Total	100.0	6,658	100.0	4,530	100.0	11,188	100.0

[a] Includes certificates and other awards of completion and may not correspond to following statistics that report only associate's degrees.

percent of degrees awarded to Hispanics were associate's degrees, while associate's degrees represent only 48.9 percent of all degrees awarded in public institutions in California in 1975-76. This trend is consistent for both Hispanic men and women.

Table 4.7 contains California statewide data on degrees awarded to Hispanics compiled from two different sources in an effort to allow a preliminary analysis of trends over time. The risk, of course, is that the data might not be exactly comparable, though efforts were made to make comparisons between the 1975-76 and 1977-78 academic years as valid as possible.

Table 4.8 appears to document a clear trend of decreasing numbers of degrees awarded overall. The decline in associate's degrees awarded by the public community colleges is the greatest, 7.07 percent, followed by the decline in graduate degrees, 4.97 percent, and in bachelor's degrees, 1.79 percent. Trends for Hispanics are not as clear cut principally because degree data on associate's degrees is not available by ethnic category and because changes from 1975-76 to 1977-78 were calculated on prorated totals of Hispanics to account for non-respondents to the question of ethnic identification.

Nonetheless, a clear trend that might suggest overall trends for California emerges from the degree achievement of Hispanics in the California State University and Colleges system, and to a lesser extent from the University of California system. At all but the master's level, degrees awarded to Hispanics increased, or decreased more slowly, than the overall rates. The most significant gains were made by Hispanics at the bachelor's level, an increase of 5.51 percent in the California State University and Colleges system and a smaller increase at the University of California. These modest increases are significant in that they represent reversals in the overall declining trends. Also, these increases in the face of overall decline assured that the percentage of degrees awarded to Hispanics also increased from 1976 to 1978. However, these recent gains made by Hispanics in degree achievement need to be viewed in light of the fact that the percentage of degrees awarded to Hispanics is far short of the percentage that Hispanics represent in the total population of California, about 16 percent, and in their enrollment in the public senior institutions in the state, about 8 percent. In 1977-78, Hispanics received only 4.73 percent of the degrees awarded by public senior institutions considerably less than their representation in the state population and in enrollments in higher education.

Table 4.7
HISPANIC DEGREES CONFERRED IN CALIFORNIA BY TYPE,
SEX AND TYPE OF INSTITUTION,
1975-76 AND 1977-78
ALL PUBLIC INSTITUTIONS

	Year	Total Degrees	Total Respondents	Hispanics Male	% Of Total Respondents	Hispanics Female	% Of Total Respondents	Hispanics Total	% Of Total Respondents
University Of California:									
Bachelor's	1976	20,954	20,954	406	1.94	259	1.24	665	3.17
	1978	20,187	18,995	372	1.96	256	1.35	628	3.31
	1978[a]			(396)		(273)		(669)	
1976-78 Change[b]		-3.66%		-2.46%		+ 5.41%		+ .60%	
Master's	1976	6,014	6,014	100	1.66	44	.73	144	2.39
	1978	5,602	5,253	85	1.62	36	.69	121	2.30
	1978[a]			(91)		(39)		(130)	
1976-78 Change[b]		-6.85%		-9.00%		-11.36%		- 9.72%	
Doctorate	1976	2,068	2,068	17	.82	2	.10	19	.92
	1978	1,890	1,714	19	1.11	8	.47	27	1.57
	1978[a]			(21)		(9)		(30)	
1976-78 Change[b]		-8.61%		+23.53%		+350.00%		+57.89%	
Profes-sional	1976	2,197	2,197	107	4.87	33	1.50	140	6.37
	1978	1,724	1,649	89	5.40	23	1.39	112	6.79
	1978[a]			(93)		(24)		(117)	
1976-78 Change[b]		-21.53%		-13.08%		-27.27%		-16.43%	
Total	1976	31,233	31,233	630	2.02	338	1.08	968	3.10
	1978	29,403	27,611	565	2.05	323	1.17	888	3.22
	1978[a]			(603)		(344)		(947)	
1976-78 Change[b]		-5.86%		-4.29%		+1.78%		-2.17%	
California State University & Colleges:									
Bachelor's	1976	43,861	43,861	1,477	3.37	974	2.22	2,451	5.59
	1978	43,465	36,157	1,195	3.31	955	2.64	2,150	5.95
	1978[a]			(1,439)		(1,147)		(2,586)	
1976-78 Change[b]		- .90%		- 2.57%		+20.10%		+ 5.51%	
Master's	1976	10,095	10,095	268	2.65	187	1.85	455	4.51
	1978	10,146	7,320	174	2.38	153	2.09	327	4.47
	1978[a]			(241)		(212)		(453)	
1976-78 Change[b]		+.51%		-10.07%		+13.37%		- .44%	
Total	1976	53,956	53,956	1,745	3.23	1,161	2.15	2,906	5.39
	1978	53,611	43,477	1,369	3.15	1,108	2.55	2,477	5.70
	1978[a]			(1,689)		(1,367)		(3,056)	
1976-78 Change[b]		- .64%		-3.21%		+17.74%		+5.16%	
California Community Colleges:[c]									
Associate's	1976	69,911							
	1978	64,970							
1976-78 Change		- 7.07%							
Public Senior Institutions:									
Under-graduate	1976	64,815	64,815	1,883	2.91	1,233	1.90	3,116	4.81
	1978	63,652	55,157	1,567	2.84	1,211	2.20	2,778	5.04
	1978[a]			(1,808)		(1,398)		(3,206)	
1976-78 Change[b]		-1.79%		- 3.98%		+13.38%		+2.89%	
Graduate	1976	20,374	20,374	492	2.41	266	1.31	758	3.72
	1978	19,362	15,936	367	2.30	220	1.38	587	3.68
	1978[a]			(446)		(267)		(713)	
1976-78 Change[b]		-4.97%		-9.35%		+3.76%		-5.94%	
Total	1976	85,189	85,189	2,375	2.79	1,499	1.76	3,874	4.55
	1978	83,014	71,093	1,934	2.72	1,431	2.01	3,365	4.73
	1978[a]			(2,258)		(1,671)		(3,929)	
1976-78 Change[b]		- 2.55%		-4.93%		+11.47%		+1.42%	

[a] 1978 Prorated Totals of Hispanics were calculated by assuming that the percentage of Hispanic respondents is the same as the percentage of Hispanic non-respondents in order to allow direct comparison of 1976 and 1978 data.

[b] 1976-78 change was calculated using prorated totals for 1978.

[c] Degree data for community colleges are not available by ethnicity.

The data in Table 4.7 also indicate an extremely interesting trend, that Hispanic females appear to have made the most substantial gains in degree achievement from 1976 to 1978. While their numbers are still considerably fewer than those of Hispanic males, Hispanic females are gaining more rapidly. In fact, Hispanic men seemed to have experienced some of the same decreases in degrees awarded as the total enrollment from 1976 to 1978, while the increases scored by Hispanic women have offset this decline. The net result is a positive trend in the degree achievement of Hispanics relative to the total enrollment from 1976 to 1978.

Texas Data

Texas state data by ethnic category were also available for the 1975-76 academic year. The data, from the U. S. Office of Civil Rights, the same source of 1975-76 California and national data, are summarized by sex and degree level in Table 4.8.

Unlike the 1975-76 California data in Table 4.5, the results indicate greater achievement at the associate's degree level for Hispanics, although not for the total group. The data also show that the percentage of degrees earned by Hispanics is greater for males than for females. The distribution of degree by level for Hispanics is shown in Table 4.9. As was the case at the state level in California and at the national level, the percentage of degrees at all levels awarded to Hispanics by public institutions in Texas was not proportional to the percentage of the state population comprised by Hispanics. Table 4.10 summarizes these trends in the nation, California and Texas. Hispanics most closely approach their numbers in the population in associate's degrees awarded. As well, Hispanics in Texas appear to have achieved at a rate most closely representative of their numbers in the state population. However, in all cases, Hispanics are disproportionally under-represented by their receipt of academic degrees.

It was not possible to examine the degree achievement of Hispanics in Texas over time because statewide degree data by ethnic category was not available. Nothing comparable to the statewide data for California contained in Table 4.7 could be constructed for Texas principally because statewide degree counts contained in the statistical reports of the Coordinating Board of the Texas College and University System were not categorized by ethnicity and could not provide a follow up for the baseline 1975-76 degree data provided by the U. S. Office of Civil Rights.

Table 4.8

DISTRIBUTION OF DEGREES EARNED IN TEXAS
IN PUBLIC INSTITUTIONS
1975-76

		Hispanics					
Level Of Degree	Total Degrees	Male	% Of Total Degrees	Female	% Of Total Degrees	Total	% Of Total Degrees
Associate's	22,207	2,213	10.0	1,516	6.83	3,729	16.83
Bachelor's	39,506	1,776	4.50	1,435	3.63	3,211	8.13
Master's	12,077	426	3.53	388	3.21	814	6.74
Doctorate	1,212	27	2.23	3	0.25	30	2.48
Total	75,002	4,442	5.92	3,342	4.46	7,784	10.38

Table 4.9

DISTRIBUTION BY LEVEL OF DEGREE EARNED IN TEXAS

1975-76

		Hispanics					
Level Of Degree	% Of Total Degrees For All Degrees Awarded	Male	% Of Total Degrees	Female	% Of Total Degrees	Total	% Of Total Degrees
Associate's	29.61	2,213	47.82	1,516	45.36	3,729	47.91
Bachelor's	52.67	1,776	39.98	1,435	42.94	3,211	41.25
Master's	16.10	426	9.59	388	11.61	814	10.46
Doctorate	1.62	27	0.61	3	.09	30	0.38
Total	100.0	4,442	100.00	3,342	100.00	7,784	100.00

Table 4.10

PERCENT OF HISPANIC POPULATION vs PERCENT OF DEGREES EARNED BY HISPANICS

1976

	Population	Associate	Bachelors's	Master's	Doctorate	Total
Nation	5.29	4.67	2.86	1.46	1.22	3.29
California	15.94	9.34	4.80	3.73	0.92	6.87
Texas	20.78	16.83	8.13	6.74	2.48	10.38

Institutional Data

California Institutions

As Table 4.7 seems to indicate, the trend for public institutions in the state of California is decreasing numbers of total degrees awarded. However, here the data for the 1975-76 and 1977-78 academic years also seem to indicate that degrees awarded to Hispanics are decreasing at a slower rate than the total awarded, or are actually increasing. Gains made by Hispanics in degrees awarded appear most substantial at the bachelor's degree level, and Hispanic women appear to be making the greatest percentage gains at this level. In fact, degrees awarded to Hispanic males appear to have followed the declining trend, and the overall increase of degrees awarded to Hispanics is largely the result of the gains made by Hispanic women offsetting the losses suffered by Hispanic men.

The data available for the two public senior institutions in California included in this study, San Jose State University and California State University at Los Angeles, reflect these statewide trends and are displayed in Tables 4.11 and 4.12.

San Jose State University - At San Jose State University, total bachelor's degrees awarded have decreased 5.84 percent from 1976 to 1978 and 1.74 percent from 1977 to 1978, while total bachelor's degrees awarded to Hispanics have increased 15.48 percent and 9.60 percent during the same period. Hispanic women registered the greatest gains in bachelor's degrees, a 33.80 percent increase from 1977 to 1978, while bachelor's degrees, awarded to Hispanic men remained relatively stable.

At the master's degree level, Hispanic women also experienced a substantial 71.43 percent increase in degrees awarded in the face of an overall 1.14 percent drop in total master's degrees awarded, though the absolute numbers involved are quite small. Master's degrees awarded to Hispanic men actually declined more rapidly than the average rate of decline, but the large percentage gains made by Hispanic women more than offset this decline. The trend at all degree levels was an increasing percentage of the total of degrees being awarded to Hispanics.

Table 4.11

HISPANIC DEGREES CONFERRED BY TYPE AND SEX
AT SAN JOSE STATE UNIVERSITY
1975-76 TO 1977-78

	Year	Total Degrees	Total Respondents	Hispanics					
				Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Bachelor's	1976	4,194	3,154	100	3.17	77	2.44	177	5.61
	1977	4,019	3,044	97	3.19	71	2.33	168	5.52
	1978	3,949	2,783	99	3.56	95	3.41	194	6.97
1977-78 Change		-1.74%	-8.57%	+2.06%		+33.80%		+15.48%	
1976-78 Change		-5.94%	-11.76%	-1.00%		+23.38%		+ 9.60%	
Master's	1976	1,138	693	18	2.60	7	1.01	25	3.61
	1977	1,125	683	17	2.49	12	1.76	29	4.25
	1978								
1976-77 Change		-1.14%	-1.44%	-5.56%		+71.43%		+16.00%	
Total	1976	5,332	3,847	118	3.07	84	2.18	202	5.25
	1977	5,144	3,727	114	3.06	83	2.23	198	5.31
	1978								
1976-77 Change		-3.53%	-3.12%	-3.39%		-1.19%		-1.98%	

California State University Los Angeles - At California State University at Los Angeles, the trend in total degrees awarded does not reflect the decline found at the state level; instead, increases in total degrees awarded are noted at all levels. However, degrees awarded to Hispanics increased at a faster rate than the overall average rate. Total degrees awarded to Hispanics increased 31.84 percent from 1977 to 1978 and 20.47 percent from 1976 to 1978, while the average rate of increase for the same period was 21.47 percent and 1.14 percent respectively.

Also not reflective of statewide trends at California State University at Los Angeles was the fact that increases in degrees awarded to Hispanic men outpaced increases made by Hispanic women at both the bachelor's and master's degree level. The greatest percentage increase was for master's degrees awarded to Hispanic men, an increase of 74.07 percent from 1976 to 1978.

As was the case at San Jose State University, the percentage of the total degrees awarded that were awarded to Hispanics increased steadily at California State University at Los Angeles and peaked in 1978 at 14.18 percent.

Public Community Colleges - No statewide data are available to indicate longitudinal trends in the award of associate's degrees in California. Total associate's degrees awarded decreased by 7.07 percent from 1976 to 1978, but these were not broken down by ethnic category.

However, at San Jose City College and East Los Angeles College, a trend is quite clear: associate's degrees awarded to Hispanics of both sexes declined sharply from 1977 to 1979. In fact, the rate of decline for Hispanics was greater than the average rate at both colleges for the total enrollment.

At East Los Angeles College, total associate's degrees awarded decreased by 23.63 percent, while those awarded to Hispanics decreased 23.88 percent. At San Jose City College, the difference was more substantial; total degrees decreased at a rate of 21.79 percent, while degrees awarded to Hispanics dropped a sharper 28.57 percent during the same period. The decrease in Hispanic degrees is most pronounced at San Jose City College among Hispanic women, a 45.71 percent decline from 1978 to 1979. Tables 4.13 and 4.14 display these trends.

Although the trend cannot be verified for the state of California as a whole because of the unavailability of data at the community college level, at the four public institutions in the state included in this study, it is apparent that Hispanics are substantially improving their degree achievement relative to

Table 4.12

HISPANIC DEGREES CONFERRED BY TYPE AND SEX
AT CALIFORNIA STATE UNIVERSITY AT LOS ANGELES
1975-76 TO 1977-78

	Year	Total Degrees	Total Respondents	Hispanics Male	% Of Total Respondents	Hispanics Female	% Of Total Respondesnt	Hispanics Total	% Of Total Respondents
Bachelor's	1976	3,069	2,778	223	8.03	184	6.62	407	14.65
	1977	2,508	2,369	215	9.08	137	5.78	352	14.86
	1978	3,041	2,895	263	9.08	206	7.12	469	16.20
1977-78 Change		+21.25%	+22.20%	+22.33%		+50.36%		+33.24%	
1976-78 Change		- .91%	+ 4.21%	+17.94%		+11.96%		+15.23%	
Master's	1976	1,071	959	27	2.82	30	3.13	57	5.94
	1977	939	839	35	4.17	37	4.41	72	8.58
	1978	1,146	1,046	47	4.49	43	4.11	90	8.60
1977-78 Change		+22.04%	+24.67%	+34.29%		+16.22%		+25.00%	
1976-78 Change		+ 7.00%	+ 9.07%	+74.07%		+43.33%		+57.89%	
Total	1976	4,140	3,737	250	6.69	214	5.73	464	12.42
	1977	3,447	3,208	250	7.79	174	5.42	424	13.22
	1978	4,187	3,941	310	7.87	249	6.32	559	14.18
1977-78 Change		+21.47%	+22.85%	+24.00%		+43.10%		+31.84%	
1976-78 Change		+ 1.14%	+ 5.46%	+24.00%		+16.36%		+20.47%	

Table 4.13

HISPANIC DEGREES CONFERRED BY TYPE AND SEX
AT EAST LOST ANGELES COLLEGE
1974-75 TO 1978-79

	Year	Total Degrees	Total Respondents [a]	Hispanics Male	% Of Total Respondents	Hispanics Female	% Of Total Respondents	Hispanics Total	% Of Total Respondents
Associate's	1975	1,163						561	48.24
	1976	1,270	1,252	348	27.80	306	24.44	654	52.24
	1977	1,189	1,189	383	32.21	308	25.90	691	58.12
	1978	1,150						621	54.00
	1979	908						526	57.93
1976-77 Change		- 6.38%	-5.03%	+10.06%		+ .65%		+ 5.66%	
1978-79 Change		-21.04%						-15.30%	
1977-79 Change		-23.63%						-23.88%	

Table 4.14

HISPANIC DEGREES CONFERRED BY TYPE AND SEX
AT SAN JOSE CITY COLLEGE
1975-76 TO 1978-79

	Year	Total Degrees [b]	Hispanics Male	% Of Total Respondents	Hispanics Female	% Of Total Respondents	Hispanics Total	% Of Total Respondents
Associate's	1976	394	13	3.30	8	2.03	21	5.33
	1977	537	28	5.21	28	5.21	56	10.42
	1978	581	28	4.82	35	6.02	63	10.84
	1979	420	21	5.00	19	4.52	40	9.52
1978-79 Change		-27.71%	-25.00%		-45.71%		-36.51%	
1977-79 Change		-21.79%	-25.00%		-32.14%		-28.57%	

[a] Where number of Total Respondents is unknown and not noted, percent of total Hispanic degrees is calculated using Total Degrees.

[b] Total Degrees and Total Respondents are the same.

the total enrollment at public senior colleges, but are losing ground in the award of associate's degrees at the public community colleges. It is possible that decreasing emphasis given to achieving associate's degrees is actually responsible for greater emphasis and success for Hispanics at higher degree levels, but the available data cannot confirm this speculation.

Texas Institutions

Because of the unavailability of statewide longitudinal data on degree achievement by ethnic category in Texas, it is not possible to compare statewide trends with those found in specific institutions in Texas. It is nonetheless instructive to look at trends found in the three Texas institutions included in this study for which degree data were available, El Paso Community College, the University of Texas at El Paso and the University of Texas at Austin, and to compare them with those trends found in the California institutions already mentioned. No degree data were available for Austin Community College, the fourth Texas institution included in this study.

El Paso Community College - The data on degree achievement at El Paso Community College indicate the overall decrease in associate's degrees awarded found at other institutions. The rate of decline for associate's degrees awarded to Hispanic men was also greater than for the average, a decrease of 25.23 percent for Hispanic men as compared to a decrease of 16.92 percent for the total enrollment from 1977 to 1979. However, unlike the trend noted at the two community colleges in California, Hispanic women made significant gains in the award of associate's degrees, a 26.50 percent increase from 1977 to 1979 and a whopping 40.95 percent increase from 1978 to 1979. In fact, increases in degrees awarded to Hispanic women offset the decrease experienced by Hispanic men, a trend found at the public senior institutions in California but not in the community colleges.

University of Texas at El Paso - Data for the University of Texas at El Paso (UTEP) and for the University of Texas at Austin are limited, and trends are, therefore, somewhat difficult to interpret at these institutions. The data available on bachelor's degrees at UTEP, however, seem to indicate a reversal of previously noted trends. Total bachelor's degrees awarded at the institution

Table 4.15

HISPANIC DEGREES CONFERRED BY TYPE AND SEX
AT EL PASO COMMUNITY COLLEGE (DISTRICT)
1976-77 TO 1978-79

			Hispanics					
	Year	Total Degrees[a]	Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Associate's	1976	931	404	43.39	110	11.82	514	55.21
	1977	869	329	37.86	117	13.46	446	51.32
	1978	869	355	40.85	105	12.08	460	52.93
	1979	722	246	34.07	148	20.50	394	54.57
1978-79 Change		-16.92%	-30.70%		+40.95%		-14.35%	
1977-79 Change		-16.92%	-25.23%		+26.50%		-11.66%	

[a] Total Degrees and Total Respondents are the same.

increased 5.11 percent from 1976 to 1978, while the number of bachelor's degrees awarded to Hispanics decreased 3.71 percent during the same period. Hispanic women actually recorded a 4.32 percent gain, but a 7.91 percent loss experienced by Hispanic men more than offset this smaller gain.

University of Texas at Austin - Data on degrees at the University of Texas at Austin was not available by degree level or by sex of ethnic groups. However, the available data confirm the trends found at other public senior institutions. Degrees awarded to Hispanics increased, while degrees awarded to the total enrollment remained relatively stable. From 1977 to 1979, Hispanics received 5.96 percent more degrees, while total degrees awarded increased only 2.37 percent. From 1978 to 1979, Hispanics recorded an increase of 6.15 percent, while total degrees actually declined 1.57 percent. Degree data on Texas institutions are available in Tables 4.15, 4.16 and 4.17.

Table 4.16

HISPANIC DEGREES CONFERRED BY TYPE AND SEX
AT UNIVERSITY OF TEXAS AT EL PASO
1975-76 TO 1977-78

				Hispanics					
	Year	Total Degrees	Total Respondents	Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Bachelor's	1976	1,292	1,212	354	29.21	185	15.26	539	44.47
	1977	1,373							
	1978	1,358	1,340	326	24.33	193	14.40	519	38.73
	1979		1,486	339	22.81	239	16.08	578	38.90
1977-78 Change		-1.09%							
1976-78 Change		+5.11%	+10.56%	-7.91%		+ 4.32%		- 3.71%	
1978-79 Change			+10.90%	+3.99%		+23.83%		+11.37%	
Master's	1976	292	261	59	22.61	43	16.48	102	39.08
	1977	276							
	1978	274							
1977-78 Change		- .72%							
1976-78 Change		-6.16%							
Total	1976	1,584	1,473	413	28.04	228	15.48	641	43.52
	1977	1,649							
	1978	1,632							
1977-78 Change		-1.03%							
1976-78 Change		-3.03%							

Table 4.17

HISPANIC DEGREES CONFERRED
AT UNIVERSITY OF TEXAS AT AUSTIN
1975-76 TO 1978-79

	Year	Total Degrees	Total Respondents	Hispanics					
				Male	% Of Total Respondents	Female	% Of Total Respondents	Total	% Of Total Respondents
Total	1976	9,002						595	6.61
	1977	9,018						554	6.14
	1978	9,379						553	5.90
	1979	9,232						587	6.36
1978-79 Change		- 1.57%						+ 6.15%	
1977-79 Change		+ 2.37%						+ 5.96%	

[a] Total Degrees and Total Respondents are the same.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The findings, conclusions and recommendations center around four general areas with which this study deals: (1) comparability and compatibility of the data available, (2) access, (3) attrition and (4) achievement of Hispanics in institutions of higher education. Where appropriate, discussion has been organized as the rest of the study, by national, state, and institutional levels.

Findings and Conclusions

Availability of Comparable Data

The data available are neither comparable nor compatible. The differences are major and too many to discuss. However, some examples will suffice to indicate the magnitude of the difficulty. At the national level, some of the data available refer only to full-time students and the comparison is Hispanics to the total enrollment; other data report headcount enrollment and relate Hispanics to white, non-Hispanics students. The definitions of Hispanics differ and the breakdown of the data into the different Hispanic subgroups varies.

Data collected at the state level in the two states included in the study are very different. Texas enrollment data do not differentiate between full-time and part-time students. California information does. In California, the data identify only lower division first-time freshmen and other students, upper division students, and post-baccalaureate and graduates. Texas enrollment data are broken down by the four undergraduate levels, then post-BA, master's, doctoral and special/professional.

The differences in the data at the institutional level include the above and many more.

Access

National Level

- o Hispanics represent approximately 4.33 percent of the total full-time enrollment with the largest number, and percent of the total enrollment, in the two-year institutions and the lowest number, and percent of the total enrollment, in the universities.
- o Of the total headcount enrollment in institutions of higher education in the country, Hispanics represent approximately 4.47 percent, with the largest number enrolled at the undergraduate level and the lowest number enrolled at the graduate level.
- o Although the percent Hispanics represent of the total full-time enrollment in institutions of higher education in the United States has increased steadily since 1970, Hispanics are still proportionally underrepresented, with the underrepresentation being more acute at the graduate and first professional level.

State Level

- o Hispanics represent approximately 10 percent of the total headcount enrollment in the public community colleges in California and about 16 percent of the total headcount enrollment in Texas public community colleges.
- o Hispanics represent slightly less than 8 percent of the total enrollment in the California state colleges and universities and a little more than 5 percent of the total headcount enrollment in the University of California system while in Texas Hispanics represent almost 10 percent of the total enrollment in the public senior colleges and universities.
- o Hispanics represent slightly more than 10 percent of the combined enrollment of all California public institutions of higher education while in Texas Hispanics represent almost 13 percent of all the enrollment in all Texas public institutions of higher education.

- o Enrollment of Hispanics at the graduate level or the graduate-special professional level in both California and Texas would have to triple if Hispanics enrollment at these levels were to be proportional to Hispanic representation in the total population in the two states.
- o Enrollment of Hispanics at the undergraduate level in both California and Texas would have to be increased by more than 40 percent if Hispanic enrollment at this level were to be proportional to Hispanic representation in the total population in the two states.
- o The rate of increase of Hispanic female enrollment at all levels and in all types of institutions in both California and Texas is much higher than the rate of increase of the total enrollment.
- o Enrollment of Hispanic males is decreasing at all levels and in all types of institutions in California at a faster rate than the rate of decrease of the total enrollment and increasing at a lesser rate than the rate of increase of the total enrollment in Texas public institutions.
- o In spite of the above, Hispanic males exceed the number of Hispanic females at all levels and in all types of institutions, with some minor exceptions.
- o In California, Hispanics enrolled in the public community colleges represent approximately 85 percent of the total number of Hispanics enrolled at the undergraduate level in all the public institutions of higher education. The percent decreases slightly to about 81 percent if both undergraduate and graduate enrollment is considered.
- o In Texas, Hispanics enrolled in the public community colleges represent approximately 58 percent of the total number of Hispanics enrolled at the undergraduate level in all the public institutions of higher education. The percent decreases slightly to about 54 percent if both undergraduate and graduate enrollment is considered.

Attrition

National Level

- o At both the two-year and four-year institutions, Hispanics have significantly higher attrition rates and lower completion rates than do non-Hispanics.

- o Females of both groups have significantly lower attrition and higher completion rates at both types of institutions than their male counterparts.

State Level

- o Both "native" and community college transfer Hispanics have higher attrition and lower retention rates than the average at the California State University and Colleges.
- o Hispanic females have lower attrition rates and higher completion rates--as do female students of all ethnic groups--than their male counterparts in the California State University and Colleges.
- o In Texas, Hispanics have slightly lower attrition rates than the total enrollment overall; they have significantly lower attrition rates at the community colleges than the total enrollment.
- o Attrition rates are higher in the Texas public community/junior colleges than in the senior institutions, which actually gain enrollment after the sophomore year.

Institutional Level

- o The rate of attrition of Hispanics in any given entering class relative to the rate of attrition of the total enrollment varies considerably from institution to institution:
  - --two institutions noted higher attrition rates for Hispanics--one community college and one senior institution
  - --three senior institutions noted lower attrition rates for Hispanics
  - --one institution had no data
- o Very high attrition rates are evident in the community colleges for both groups, with the attrition being especially high for Hispanics.
- o Attrition rates are relatively low at the freshmen and sophomore levels in the senior institutions and indicate net gains from the sophomore level on.

Achievement

National Level

- o The percentage of degrees earned by Hispanics at all levels is disproportionately lower than the percentage Hispanics represent of the total population.
- o Hispanics most closely approximate their percentage of the national population in the number of degrees earned at the associate's degree level. In fact, Hispanics earn a disproportionately higher number of associate's degrees relative to all other degrees earned by them.
- o The higher the degree level, the lower is the percentage of degrees awarded to Hispanics, with Hispanics being the least represented in degrees earned at the doctoral and other graduate degree levels.

State Level

- o In both California and Texas, the percentage of degrees earned is disproportionately lower than their representation in each state's population. However, Hispanics are closer to achieving a proportionate number of degrees earned in Texas.
- o Hispanics are proportionately better represented at the lower degree levels than they are at the higher degree levels.
- o The total number of degrees awarded in California decreased from 1976 to 1978, while the total of degrees awarded to Hispanics increased.
- o The number of degrees awarded to Hispanic males decreased at a rate somewhat higher than the overall decrease of degrees awarded from 1976 to 1978 in California, but substantial increases in the number of degrees awarded to Hispanic females offset this decrease and resulted in a net gain for Hispanics.
- o Hispanic females made the most substantial gains in degrees awarded at the bachelor's degree level.

Institutional Level

- o Data at the institutional level both in California and Texas seem to confirm the statewide trends, i.e., the number of degrees awarded to Hispanics are increasing at a faster rate, or decreasing at a slower rate, than the number of degrees awarded overall, with Hispanic females accounting for most of the gains in Hispanic degree achievement.
- o Nothwithstanding the above, the percentage of degrees earned by Hispanics is disproportionately lower than the percentage of Hispanic enrollment to the total enrollment at the institutions.

Recommendations

The recommendations which follow are listed not in the order of priority, but in the order in which they came to mind or were brought up in the discussions of the research team. It should be noted that the recommendations are quite specific and perhaps too detailed. Recommendations (Olivas, 1979) which have been made recently regarding minorities in institutions of higher education address broader issues and the research team agrees with and supports these recommendations.

Student Tracking - Data systems that track students from the time of enrollment through employment and beyond need to be developed and used. The data system should include a statement by the students of their student objectives, and the students should be tracked to see if stated objectives were met. The data analyzed in this study seem to indicate high attrition rates for community college students; however, other data indicate that large numbers of students enrolled in the community colleges are part-time students. The educational objectives of these students are different than the objectives of full-time students. (See recommendation on Full-time and Part-time Students).

Longitudinal Studies - More longitudinal studies of large samples of Hispanic high school graduates need to be done, both at the national and state levels. This recommendation is a corollary to the one on student tracking. The longitudinal study of the high school class of 1972 has provided valuable information and insights about the issues of access, attrition, and achievement of

Hispanics and other groups. Plans should begin now to review the sample and methodology used in that study so that other improved versions be conducted in the near future. This type of study is particularly needed in the states of California and Texas, where large numbers of Hispanics live. The data analyzed and reported in this study seem to indicate some significant differences in some areas in the national trends versus the trends in these two states.

Community College and University Relationship - Studies that investigate the relationship of enrollment, attrition, and transfer of Hispanic students between the community colleges and the senior colleges need to be done.

This recommendation is corollary to the first two recommendations made above. Generally, two types of studies are needed in this area. One should deal with the impact of transfer students on both types of institutions. For example, critics have frequently discussed the high attrition rates at the community colleges (Olivas, 1979). However, as pointed out in the section on attrition, the data seem to indicate that the students who drop out of the community college may actually transfer prior to graduation from those institutions to the senior institutions, thus creating larger sophomore and junior classes than the original entering class. The other type of study should evaluate the relative success of community college students who transfer to senior institutions compared to the "native" students.

Definition Compatibility - One consistent, compatible definition of "Hispanic," and other ethnic groups for that matter, needs to be agreed upon and used by agencies, organizations and institutions throughout the country. The different definitions used to define the Hispanic community have made the data quite incompatible and difficult to compare.

The subgroups which constitute the Hispanic community in this country should be identified in the definition. Data that is collected, analyzed and reported should provide information about each of the subgroups.

Another important consideration is the large number of Hispanic foreign students enrolled in the instutitions of higher education in the United States. Only recently have surveys and studies included as a category this group of students, who have been normally included in statistics related to the Hispanic community in this country.

Full-time and Part-time Students - Consideration should be given to whether or not the students included in headcount enrollment statistics are full-time or

part-time students, especially in the community colleges. Data on access, attrition, and achievement become more meaningful if students are divided into these two categories.

Required, Not Voluntary - The reporting of ethnic group membership should be required, or at least encouraged, of individuals enrolling in public institutions of higher education, and public institutions should be required to report these data. One of the constraints of this study is the fact that in some instances, the number of students who chose to report their ethnicity was significantly less than the total number who enrolled. National data are also limited in some instances because not all the institutions chose to report ethnic data.

Data Breakdown - Data on enrollment, attrition, and achievement should be broken down by ethnic group, sex, and level, and these data should be collected and made available every year. In order to monitor the progress made (or lack of it) by the Hispanic community through the educational system, these data breadowns are needed. Enrollment data available at the state level in California, for example, are not broken down by the four undergraduate levels; and, in Texas, achievement data (degrees awarded) are not broken down by ethnic group.

Hispanic Student Pool - Efforts should be made by the federal government, state education agencies, institutions of higher education (especially the universities) and interested organizations to enlarge and improve the pool of Hispanic students who will be graduating from high school and enrolling in institutions of higher education.

Organizations such as the College Entrance Examination Board and Educational Testing Service, foundations such as the Exxon Foundation and the Ford Foundation, and major universities should combine resources to strengthen the high schools where large numbers of Hispanic students are enrolled.

Hispanic Males and Females - Studies that investigate the trends in access, attrition, and achievement of Hispanic males and females are needed.

The reasons that have resulted in a significant increase of enrollment of Hispanic females in institutions of higher education, higher retention rates, and higher achievement should be identified and, if possible, improved or enhanced, so that more females will have access. On the other hand, the trend of decreasing enrollment of Hispanic males, their higher attrition rate, and their lower achievement is worrisome and should be investigated in order to take steps to reverse this trend.

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